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SCHOLASTIC

Reg. U. S. Pat. Off

VOLUME 26 . NUMBER 3 . NOVEMBER

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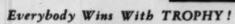
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Straight right and left hook

HE Lord and Avery Brundage willing, the 1956 Olympic Games will open on the road this month, and it's sure to be a smash hit. It's got a plot that can't miss: Can the lions of liberty thwart the thralls of totalitarianism? Can youth weaned on hot dogs and the constitution chuck a javelin farther than youth weaned on borscht and the hammer and sickle?

Now there's a plot with more social significance (and heart burn) than a May Day speech in Moscow!

We hope this doesn't sound too irreverent. To many people—par-ticularly the AAU crowd—the Olympics is far more than a glorified track meet. It's a sacred sun dance, an international passion play, an Elysian field day. Knock the Olympics and you knock the divine.

Well, our intent isn't really to rap the Olympics. It's merely to establish a realistic perspective . . . to quash any attempts to sanctify the Olympics or to twist it into a thunderous conflict between good (Americans) and evil (Russians). Foolishness like this distorts the whole basic concept of the Olympics. The Games then either cease to have any meaning or they take on a distinctly sinister hue.

We'd hate to see this happen. Sure we know that first the Nazis and now the Russians have attempted to exploit the Olympics for national aggrandizement-to prove their physical superiority to the world. But we shouldn't permit ourselves to be hooked by this totalitarian bait to be prodded into an orgy of frenzied nationalism.

Let's retain that good old American horsesense, that sense of balance and sanity, that dedication to idealism which has always distinguished us in international competition. Let's always remember that the Olympics is a friendly competition where participation and not winning is the beau ideal.

At the same time, let's not break into a sweat over any untoward incidents. There'll always be rhubarbs of one sort or another; there'll always be disappointments and frustrations. But these are all part of the game-any game, whether it's just a Little League contest or an international hockey match.

The thing to remember is that the Olympics is nothing more than a king-sized game. But therein lies its raison d'être. By giving the world's outstanding athletes a chance to compete against one another in a profoundly dramatic setting, the Games serve to dramatize, popularize, and incentivize the cause of athletics and physical fitness.

That's all the justification the Games need, and we should never permit any starry-eyed or machiavellian politicoes to distort it with their celestial or jingoistic bombast. Once we start believing their brand of pap, the Olympics will begin withering on the vine.

So, here's to our Olympic Team. May they bring home enough gold medals to stock another Fort Knox. But even if they don't win as many as the next guy, that will be okay too. Cripes, even the Yankees lose a world series once in a while!

SHOULD AULD ACQUAINTANCE . . .

SCHOOLBOY sports will launch the new year on at least one sorrowful note. On January 1, Mr. E. A. Thomas, the venerable commissioner of the Kansas HSAA, will bid farewell to the administrative scene. And what a hole that man will leave.

For "Tommy" has been a Gibraltar on the schoolboy front for 30 years, lending a mountain of strength to both the Kansas Association and the National Federation. A man you could always count on in every battle for the right, his legacy is forged on the anvil that has kept school sports strong and progressive.

Scholastic Coach is going to miss "Tommy." We sort of grew up with the Kansas titan and have always found him to be a loyal and generous friend. If ever a man deserved a long and happy tomorrow, that fellow is "Tommy." We wish him every goodness in life.

WETWASH FROM WASHINGTON

WHENEVER an irresponsible laundryman starts hanging his soiled linen in public, the landscape is bound to be defaced. And that's precisely what's happened since George Preston Marshall, the laundryman who operates the Washington Redskins, started exhibiting his wares this fall.

Described euphemistically as a 'rugged- individualist," Mr. Marshall has been bellowing off the top of his head with little regard to fact, sensitivity, or sensibility. The result is that practically every time he opens his mouth, he puts his wetwash into it.

Take his latest bundle, for example: "Ninety percent of the Eastern College presidents ought to be fired for destroying the game they created . . . the destruction of Eastern football comes from the teams which made it-Harvard, Yale, and the rest."

The facts: Nobody has destroyed anything. What the Ivy League has done is clean house-restored sanity and balance to football by riveting it to the educational framework. Practically every outstanding athletic administrator agrees that the Ivy League set-up is the desideratum supreme-a model for every athletic conference.

Marshall moving westward: "Nothing could be more disgraceful than that situation in California. It's idiotic (for the Pacific Coast Conference to suspend and fine several

(Continued on page 60)



The Wilson Jet basketball hangs on!

Here's a basketball built to stay with the player. With Wilson's exclusive GRIP-TITE process, this ball won't slip away... even when wet from perspiring hands. The Jet was designed to meet every test of modern fast-action play.

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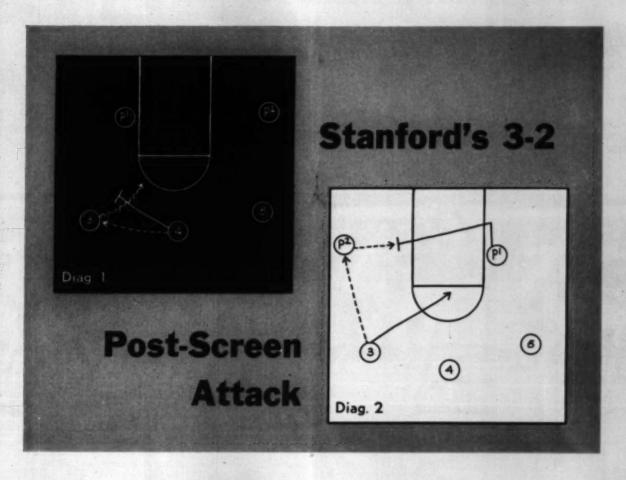
Wilson COMET basketball shoes

The Comet gives the player maximum traction in fast play. Features a molded natural rubber outsole with "gripper ridge" around the entire sole. Uppers made of white duck, loose lined with ventilated eyelets. Also full-length sponge insole, cushion heel, arch support, and reinforced inside backstay.



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By HOWARD DALLMAR, Head Coach, Stanford University

N PLANNING an attack, the basketball coach can only adopt an offense that creates opportunities. Then he must hope that his personnel can capitalize on those opportunities

Stanford has employed a 3-2 Post-Screen Offense because it offers the following advantages: (1) less inside congestion, (2) better conditions for outside drive, (3) continuity, (4) proper rebounding alignment, and (5) player ingenuity and freedom.

In this offense, we try to set up 2-on-2 plays or 1-on-1 situations. Incidentally, I sincerely feel that 1against-1 is basketball's best play, especially if "your one" is better than "his one."

Our two posts are designated as P-1 and P-2—P-1 being the inside post and P-2 the side post. The inside post (P-1) has the option of setting up alongside either side of the lane, while the side post (P-2) can assume a position near either sideline.

We don't want both posts to set up alongside the lane or outside near the sidelines. With both posts inside, the middle becomes crowded and makes for congestion on drives from the outside players. When the posts set up near the sidelines, the threat of pivot shooting is removed and the defensive men can sag away from the ball and pick up open men.

However, from this setup (posts near the sidelines) you can develop a "flash" type of post; i.e., either side post can break into the pivot area and position himself alongside the lane.

We call the three outside players "screeners." They work on sets, jump shooting, offensive fakes, drives, passing, and "clearing." By "clearing" we refer to the man without the ball faking a screen and cutting toward the basket, always ready for a return pass. More time is probably spent on footwork fundamentals than any other phase—footwork and body fakes with the ball and without the ball.

With time and space limited, we will just briefly discuss the screen principles. In Diag. 1, 4 chooses to work or screen for 3. He may pass

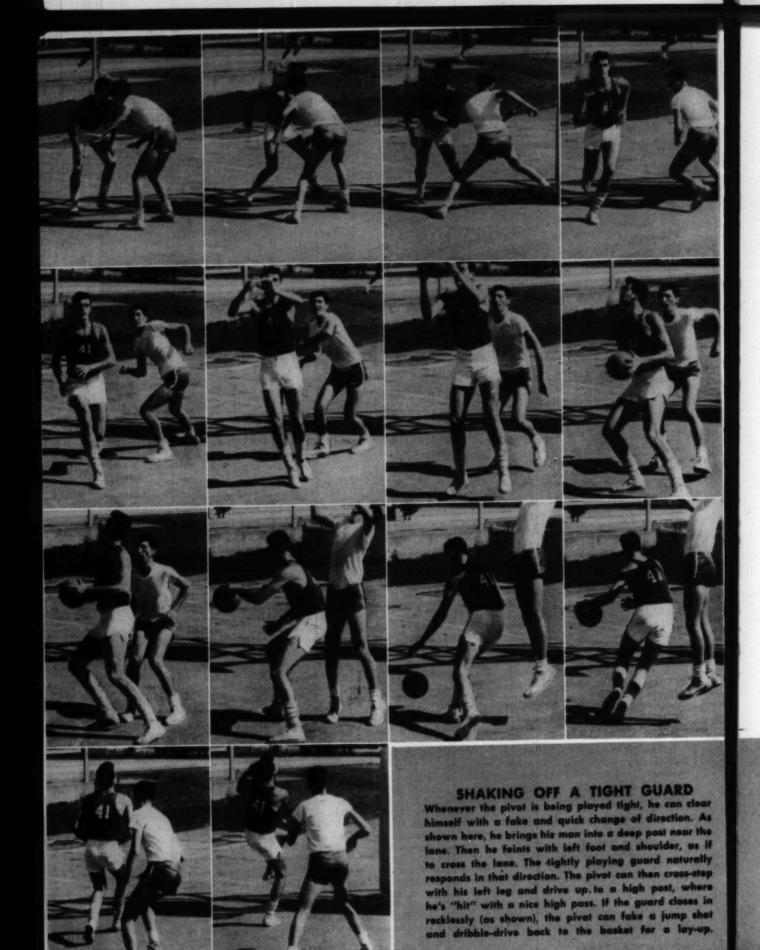
(as shown) and screen, or he can dribble to 3 and flip the short back pass. No. 3 drives (as shown) with the aid of the screen, or he may drive opposite the screen—whatever presents the best opportunity. No. 5 should keep his man out of the play until a screen situation is set up for him.

If the screen is properly executed and the defensive players do not switch, the dribbler should have a good scoring opportunity.

If a switch occurs, the ball-handler should look for the screener on the roll—usually hitting him with a short bounce pass. It's important for the rolling man always to face the man with the ball. Many times on the switch a smaller man will wind up guarding a taller player, and a short lob pass will come in handy to feed the big boy.

The defense will often hesitate or react slowly to the screen situation, thereby giving the offensive player the short drive and jump shot.

Care should be exercised by the "screeners" to avoid fouling. The (Continued on page 42)



AS YOU practice, so shall you play. That's a truism every coach should heed. You can't run a haphazard practice program, then expect the boys to give you a sharp, organized game performance. Practice must be organized with specific objectives in mind, the final aim being smooth and complete mastery of your system.

In planning and working toward this goal, the golden rule to follow is: Practice only what you actually employ in your system. What's the sense of spending valuable time on, say, a back-court weave when it isn't indigenous to your team pat-

At De Paul, we use a weaving type of offense; and our practice program is arranged accordingly. De Paul starts every practice session with a one-on-one drill in which the offensive player attempts to score against his opponent.

tern?

Players are taught to get low and wide when they fake, thus forcing the defensive man to respond or be lost. Whenever the offensive man starts his dribble, he is taught to roll his inside shoulder down and dribble with the outside hand. He must also put his inside hand down to protect the ball.

After practicing one-on-one, I place a pivot man on the court with no one guarding him. The offensive man can now shoot, fake and dribble, or pass to the pivot man. If he passes to the pivot, he's expected to run his defensive man into him. Occasionally, the defensive man will run behind the pivot, in which case the offensive player is expected to

step back and shoot over the pivot.

From this, I take my players into a two-on-two at the side of the court, with the pivot man still acting as a feeder only. The guard passes the ball to the center, fakes to his right, then goes on the inside of the forward's guard. The forward fakes to his left, thus turning his guard's back to the ball—facilitating the pick-off by the offensive guard. After the forward fakes, he cuts sharply off the screen.

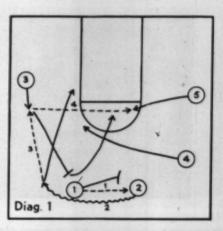
If the defense stays man-to-man, the forward is open. If the defense switches, the offensive guard (screener) is open, since he has the inside position on his man.

Using the same set-up, the guard passes to the forward. He in turn passes to the center. The guard fakes to his right, as the forward comes up to pick off his man. Then the guard cuts down the outside and the forward cuts across the middle. If the defense sticks, the guard is open. If they switch, the forward is open.

One thing which is stressed in pick-offs at De Paul is that the block must come from behind to be most effective.

After alternating on both sides of the court, I move the two men in front of the pivot man, using both forwards and guards interchangeably in the guard positions. My offense is constructed so that any man may play any of the positions on the court.

With two men in front of the pivot man, the right guard feeds into the line, fakes to his right, goes to the inside of the left guard's de-





fensive man, then drives for the

Having had the squad practice offensively from both sides and the front on a one- and two-man basis, I now put five offensive men on the court with the center on the side. This is done to give the pivot man practice coming into the free-throw area to meet the ball.

(Continued on page 44)

BY RAY MEYER (HEAD COACH)

DePAUL'S WEAVE and PIVOT ATTACK







St. Louis' 2-3 Set Attack

By EDDIE HICKEY (HEAD COACH)

MPLOYED by more national champions than any other alignment, the 2-3 setup offers the most versatile attack in modern basketball. Though featuring the pivot play, it isn't entirely dependent on it. Practically every pro club and even the great La Salle team with the fabulous Tom Gola frequently resorted to the "flash pivot" in a system generally referred to as a 2-3 attack with the middle open.

The ideas here are entirely basic, projecting only the skeleton operation. From here the ingenuity of the coach combined with the ability of the individual players can provide the team development and continuities of the finished product.

The basic principles of the St. Louis 2-3 set attack stems from the front-court geography outlined in Diag. 1. The area marked "Left Corner" corresponds generally to our Left Forward, "Right Corner" to the Right Forward, "Inside" to the Center, and "Outside" to the Guards (left and right).

We have six specific play series: 1 Series—Outside plays with Corner (guard with forward).

2 Series—Outside plays with Inside (guard with center).

3 Series—Corner plays with Inside (forward with center).

4 Series—Corner plays with Corner (forward with forward).

5 Series—Outside plays with Inside high (guard with center).
6 Series—Outside plays with Outside plays with Inside plays with

side (guard with guard).

The various possibilities are shown

in Diag. 2. As you can quickly see, the play series initiate both from the right and left. They develop from positions on the court rather than from a specific player, and a great amount of interchanging occurs as the offense develops. That's why specific designations such as forward, center and guard are neither completely accurate nor significant.

The 2-3 setup gives us both a front line consisting of baseline players (center and forwards) and a back line composed of the guards.

The back line men are known as feeders and must be well-versed in cross-court screens. Their basic maneuver is known as the "screen and fade" (Diag. 3). The first requirement of our set attack, the "screen and fade" works both left and right and is used for three purposes:

To control the defensive coverage and prevent it from sinking.
 To control and camouflage the

NE of basketball's greatest teachers and tacticians, Eddie Hickey works endlessly on the perfection of detail. The results are reflected in those magnificently poised and organized Billiken clubs. Previous Hickey contributions include: "St. Louis' Defensive Control Pattern" (Nov. 1949), "St. Louis' Pre-Game Warm-Up Drill" (Oct. 1953), and "St. Louis' Controlled Three-Lane Fast Break" (Dec. 1955).

exact point of attack—swinging, as it were, the point of attack from sideline to sideline to give us the best angle for the immediate offensive movement to follow.

3. To provide an outside screen for the opposite teammate in the back line.

In this screen, the screener does one of three things:

1. Holds the screen.

2. Fades out of the screen to a back line position.

3. Cuts away, especially against a switch.

The player dribbling may vary the length of his dribble and thereby alternate the position of the ball for the immediate attack.

The player fading may vary the length of his fade and thereby alternate the position of the ball (when passed to him) for the immediate attack.

The back-line feeders must coordinate their play and become great buddies in order to work together in varying the point of attack. They must be able to hit over the top to keep the defense honest, must free lance a great deal, and must keep an eye upcourt to feed any front line man getting open.

Against great pressure (defensive pressing) downcourt, the feeders should avoid screening and fading to some extent in order to keep the defense from two-timing the ball.

The accompanying diagrams offer several possibilities of the play series from the skeleton 2-3 setup.







ONE SERIES

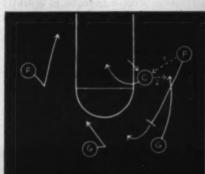




Any time G crosses over C, weakside corner must vacate board and come out for defensive safety.



TWO SERIES



Split also started by G when in corner



F must be well away from endline to assure proper angle; when F crosses over C, weakside corner must come out for def. balance



Corner man passes over top against apponent playing the center aggressively

THREE SERIES



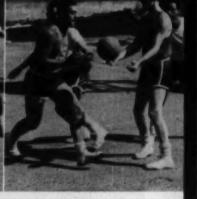




FOUR SERIES

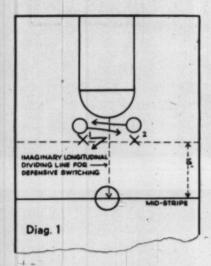






SWITCH ON A DRIVE: After passing to his teammate, the offensive player on the left drives closely around him for a return flip and drive. The play works nicely—but is thwarted by an alert defensive switch. The man guard-

ing the post has correctly dropped off the receiver and diagnosed the play. As the cutter drives by, the defensive post switches onto him neatly, while the other guard drops in behind the post. Note the fine footwork and



SAN FRANCISCO'S

By PHIL WOOLPERT (HEAD COACH)

HE three-quarter court press employed so successfully by San Francisco in recent years is not new. Many coaches have used the same defense or variations of it over the years. Dr. Phog Allen was probably one of the originators of this and other pressure defenses, and in recent years Pete Newell of California and Ralph Miller of Wichita, among others, have exploited the three-quarter press with substantial effect.

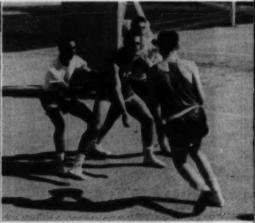
At San Francisco, we use this

defense more consistently whenever blessed with two or more quick, agile, alert, and heady guards. The past two years, K. C. Jones and Hal Perry along with sophomore Gene Brown filled the bill excellently. Each of these boys was able to recover from a mistake as quickly as anybody I've ever seen.

A fourth guard, Warren Baxter, was used to spell any of the above and he did a wonderful job. This depth is important, as the pressing defense is a tiring one and requires







SWITCH ON A SHOT: One of the best ways of setting up a good shooter is off a post. The shooter will whip in the ball, fake a drive, then scoot behind the pivot for a return flip and quick shot. If the shooter's guard is picked

off, it's up to the defensive post to switch. Note how beautifully the guards team up in this sequence. As the post starts setting up the block with a pivot into a spread stance, his guard smartly begins edging around him in







body balance of the guard who switches to the dribbler and how cleverly the other defensive man boxes out the post in the last picture. Should the ball-handler get off a shot, the other offensive man won't stand a chance on

the rebound. In a defensive switch of this sort, the man guarding the stationary post "quarterbacks" the play, yelling "Switch!" He must be careful, however, not to leave his man too soon to safeguard against a roll.

Three-Quarter Court Press

a great deal of stamina.

In general, we initiate our threequarter press in about the areas indicated in **Diag.** 1. Guards X-1 and X-2 are stationed 10 to 15 feet beyond the center line, and generate the pressure from here.

There are two methods of playing the three-quarter court press. In one method, the defense attempts to force the offense to bring the ball down the middle of the court, where a two-time situation can be effected just before the mid-line.

In the other method of operation, the defense tries to force the dribbler to the outside of the court. We use both systems and will alternate them during a game, except when we haven't any choice since it isn't always possible to force the dribbler to the middle or to the side.

It's difficult to force a good dribbler to take a specific route. The defensive man may want to force him to the outside, and bingo! There he is on the inside or down the middle. The defensive aim is either to play the dribbler from the inside or the outside, and it's important for each defensive man to know which plan is being used.

As in the full-court press, our de-

fensive men automatically switch on any lateral movement of the ball. Each front-line man plays half the court, switching whenever the offensive men shuttle laterally back and forth across the imaginary longitudinal mid-line of the court. Diag. 1 illustrates this principle.

If the guard forces the dribbler to the middle, an attempt will be made to two-time him, either before he dribbles past the mid-line or after he crosses it. Diag. 2 shows how the dribbler may be two-timed before crossing the mid-stripe.

As X-1 forces O-1 to the middle, X-2 moves in for the two-time







anticipation of the coming set-up. Sure enough, the oncoming guard is picked off. But the defense is equal to the occasion. As the shooter gets set, the defensive post quickly moves in on him and the other guard falls in

behind the post. The final defensive move is a beauty. As the front guard covers the shooter, the rear guard sloughs off the post into position to cover the rebound. If the shooter drives, the rear guard can pick him up.

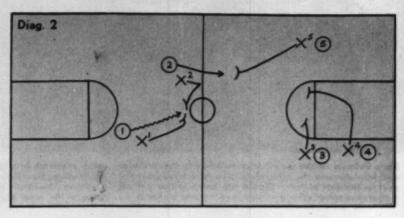
pinch. The responsibility for covering O-2 now devolves onto our weak-side forward, X-5, as shown in the diagram. The weak-side forward is the forward away from the ball.

The other defensive forward, X-3, and the center, X-4, will normally play their men tight. However, when X-5 switches to O-2, both X-3 and X-4 start playing zone in the back-court, as indicated.

The purpose of putting the twotime pinch on the dribbler is to make it difficult for the dribbler to see all the openings off the different leads he may have—which may be O-2, O-3, O-4 and possibly O-5. We try to choke him with the two-time pinch before he has time to spot a lead.

The first objective in two-timing the dribbler is to get the ball. If we cannot take the ball away from him, our objective then becomes to force the dribbler to stop. If we can force the dribbler to stop, we'll try to make it impossible for him to complete a pass to his lead or make it so difficult to get the pass off that he'll make a bad pass.

The defensive men are instructed to go for any ball they think they have a 60-40 chance of intercepting. The initial lead by the offense in this situation is O-2. Since the dribbler will look for his lead first, we'll di-



rect our first effort toward trying to prevent the ball from being passed to him.

If we can prevent the pass from going in to this first lead, by the time the dribbler finds any other lead the pressure on him will be so intense that he may make a bad pass.

One of the main disadvantages of this defensive system is that the players employing it have a tendency to foul. The defensive players get over-eager, they grab, they hold, they hook, and the "guy" with the whistle "blows you down" or causes you to lose the effectiveness of the press.

If the two-time pinch forces the dribbler into a rear turn, the defensive team is in good shape.

Let's assume now that the guard has forced the dribbler to the outside instead of down the middle. Diag. 3 illustrates the adjustment of the press.

As soon as X-1 forces the dribbler to stop, X-2, who has been convoying O-2 down court, moves in to two-time the dribbler just past the midline—that is, if he's in position to do this. In some instances, especially on a wide court, X-2 will be too far removed to come over and help X-1 two-time O-1. In this contingency, we want X-2 to stay with his man.

Where X-2 does move in for the two-time pinch (as shown in the diagram), the weak-side forward, X-4, moves up to choke the initial lead, O-2. It's now X-4's responsibility to prevent a pass from reaching O-2.

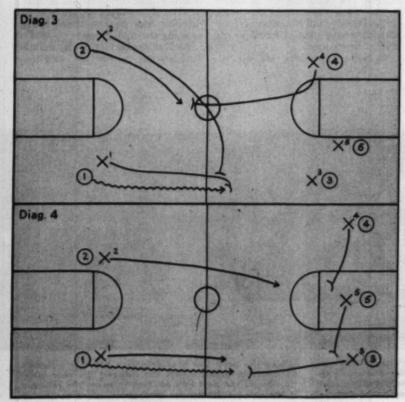
Of course we must recognize the fact that whenever a guard tries to drive his man to the side by playing tight and somewhat ahead of him, he'll be vulnerable to a quick cut back to the middle. However, if the guard remains alert and plays a half-step ahead of the dribbler, in position to prevent him from cutting back to the middle, his chances of stopping the dribbler are excellent.

Our strong-side forward, X-3, must be alert to choke off the dribbler if X-2 is unable to do it. This method of stopping the dribbler is illustrated in Diag. 4.

When X-3 releases to help X-1 two-time O-1, our center (X-5) must be extremely alert to prevent a pass to O-3. X-5 must also start zoning and be ready to intercept any long pass.

As in all good defenses, the threequarter court press requires a great amount of teamwork, practice, coordination, and talking among the players. As soon as penetration is

(Concluded on page 47)





Feather Tip

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THE FEATHER TIP CLEAT was the first Nylon steel football cleat, and was used as a sample by Equipment and Safety Committees of both the National High School Athletic Association and the National Collegiate Athletic Association for rule change to allow use of steel in or on cleats.

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Principal, Derby (Kan.) High School



A Good Sportsmanship Plan

N AN effort to improve the general tone of sportsmanship, the Chisholm Trail League composed of high schools at Augusta, Derby, Mulvane, Planeview, and Valley Center, Kansas, introduced a Good Sportsmanship plan for its basketball competition last winter.

The schools agreed to award a Good Sportsmanship Trophy in lieu of the customary championship trophy to the school which exhibited the finest continuous good sportsmanship record during the entire season.

At a league meeting of school officials, the league secretary was instructed to work out a plan by which the attitude of the schools could be measured. Suggestions and ideas from both the student councils and the principals of the five schools were incorporated into the final plan.

It was agreed that a team of two students and two teachers from the opposing schools would rate each contesting quintet, coach, and student body at the game, thus furnishing four ratings for each game (two for each school).

The items on which the schools were rated included:

Attitude of Players, Consideration for officials' decisions, Consideration for other team.

Attitude of Students, School cheering section, Consideration of others.

Attitude of Crowd, Consideration for officials' decisions, Booing, Consideration for other team.

Attitude of Coaches. Courtesy of Host School.

The point system was set up on a basis of 1 (excellent), 2 (good), 3 (fair), and 4 (unsatisfactory). The two teachers entered their ratings on one sheet, and the two student judges entered theirs on another. After each game, the school officials collected the sheets from their rating teams and sent them to the league secretary.

The trophy was sent on a quick circuit of all the schools, and shown to the crowds by the student council or cheerleaders at the opening game. The student council president of each host school made a speech on good sportsmanship, stressing the twelve points on the rating sheet as well as the rating system.

Each school also placarded be-

neath the scoreboard and time clock reminders of the contest such as "Your Attitude Counts," "Be A Good Sport," and "Let's Win the Good Sportsmanship Trophy."

After the season was completed, the rating sheets were sent to some sporting goods store officials for tabulation, and the winning school was determined on the basis of lowest, most excellent total score.

The contest was a rather close one, with Valley Center H. S. emerging the winner. A statement from the principal, Mr. L. E. Enterline, included the following:

"The consensus of opinion of our student council is that the contest helped a great deal in promoting sportsmanship. Particularly, it gave the school a talking point to use with the crowd. Without question, it was an ever-present reminder of good sportsmanship to student body, townspeople, players, and coaches. They sort of thought it was a case of the old adage, It's not that you won or lost, it's how you played the game (on the court and on the side-lines).'"

Mr. E. W. Griggs, principal of Planeview H. S., made the following comment:

"We believe we had one of our best years in basketball, and I am convinced that much of this was due to the improved attitude of our crowds. This is not to say that there has been a poor attitude in the past, but rather to point out a seemingly increased enjoyment of the game. We believe this has come from the emphasis placed upon sportsmanship through the Sportsmanship

Trophy. "In every game we played both at home and away, there has been an excellent response to the proposition supported by the trophy. I personally believe that this trophy has created a finer attitude between our schools than has ever existed before. I believe that every school has gained much from it."

Mulvane H. S., winner of the league championship, expressed its opinion through Mr. John B. Ireland, principal.

"Mulvane High School has always been proud of its sportsmanship in athletics. Administrators, teachers, and students in previous years have performed a great work in developing a wholesome attitude throughout the school.

"This year we feel that our feeling of sportsmanship has deepened

(Concluded on page 56)

George Mikan, "The Mr. Basketball" George Senesky, Head Coach, Philadelphia Warriors, NBA World Champions 1956

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Rolph O. Word, Coach, McNeese (LA.) State College NAIA Champions 1956



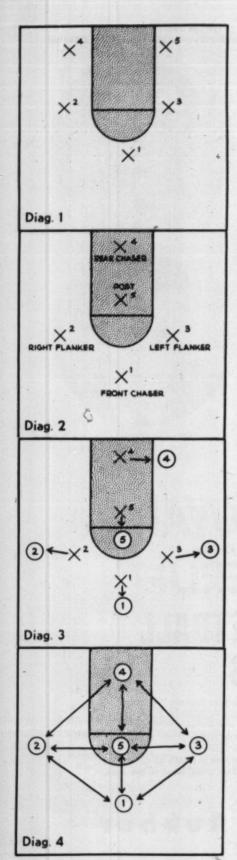
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A Multiple Defense Featuring a

HERE are many schools of thought on defensive basketball. But they all boil down to this: A team can employ one specific defense, such as a zone or man-toman, or a team can employ a combination of defenses.

Roosevelt H.S. subscribes to the latter theory, but with a unique twist borrowed from modern football. Just as a football team will alter its defense just prior to the center snap, we keep changing our defensive pattern from one form to another

Composed of a closely integrated series of zone and man-to-man alignments, our defense keeps changing its shape like a chameleon-to the utter bafflement of the offense!

Many a well-coached team has met defeat by faltering in the face of pressure, or surprise, imposed by the defense. Confusion and panic frequently ensue when a team is compelled to change its game-to play a style of ball for which it isn't geared.

That is the purpose of our swiftly changing multiple defense. We bait the trap by first showing a standard zone defense-or a man-to-man, if the situation calls for it. Noting our zone, the opponents will quickly unlimber their offensive zone attack.

That's precisely what we want them to do. The zone attack is much easier to defense, being less varied and mobile than the man-to-man attack. Once we get them to show it, we can "kill" it with a series of subtle defensive changes - which we'll explain as we go along.

The zone we show, called our "phony zone," is usually the standard 1-2-2 outlined in Diag. 1. We use this 1-2-2 for three consecutive changes in ball possession. This gives our opponents enough time to recognize it, particularly the open area by the free-throw line.

Upon the fourth exchange of ball possession, we automatically switch to our "real zone"-the "Diamond

& 1" shown in Diag. 2. Since the positions of X-1, X-2, and X-3 remain the same, the opponents are seldom aware of the deviation in our zone-that X-4 and X-5 have shifted to under-basket positions.

The defense is still obviously a zone. We want the offense to know that and to continue using the standard 1-3-1 or overload against it.

We employ the "Diamond & 1" for the next three consecutive exchanges of ball possession. If our opponents should call for time, however, we make certain to get back into the "phony" 1-2-2 zone early enough for them to see it when they break out of their sideline huddle. As soon as the ball is put into play, X-4 and X-5 return to their respective "Diamond & 1" positions.

Our "Diamond & 1" has proved successful because it incorporates the bedrock principle of defensive ball - man-against-man coverage. This is evident by the respective alignments depicted in Diag. 3. Note the defensive balance of the "Diamond & 1" zone in relation to the 1-3-1 offensive positioning.

Because the underlying principle of the 1-3-1 attack is rapid movement of the ball in triangular passing lanes, these lanes are stereotyped and become vulnerable as soon as they're recognized and overplayed (Diag. 4).

As soon as we're convinced of the triangular movement of the 1-3-1 attack, our floor leader will alert his teammates by shouting "Overload!" Upon hearing this, at least two of his teammates must echo back "Watch the overload!"

This word "overload" is our verbal signal to again shift defensesgoing from the zone to a man-toman. It means, "Overload your man by guarding him closely, man to man."

The shift from the "Diamond & 1" zone to a man-to-man is indicated by the arrows in Diag. 3. Note

By JOHN TOOMASIAN

Coach, Roosevelt H. S., Fresno, Calif.

Diamond & 1 Zone

again that the proximity of the 1-3-1 offensive players is such that there's really no radical shift in our defensive movement outside of two or three steps to the nearest opponent. From this point, we overplay the anticipated triangular passing lanes and frequently steal, intercept, or tie up the ball.

Whether we play straight zone or straight man-to-man, there's little danger of upsetting our defensive balance. Meanwhile, we entice the opposition to use the zone attack prescribed, with its limited variety of movement, against our man-to-man defense.

At this point, you may be saying: "That shifting maneuver sounds all right. But can't it be recognized after the second or third repetition?" You may be interested to know that we have successfully concealed it for entire games!

We've done this by, first, always retreating into the "Diamond & 1" before shifting each time the ball changes hands; and secondly, by remaining in the "Diamond & 1" as long as we desired before resuming the shifting process.

We'll frequently resort to the latter when our opponents call "time out" or at the beginning of a new quarter. In this event, we either repeat the process with the "phony zone" as we did at the start of the game or just use the "Diamond & 1" for three exchanges of ball possession before shifting again.

In the few games where our shift has been apprehended, the damage had already gone beyond the stage of repairment or the opponents still couldn't determine whether we were using a man-to-man or a zone. If we had been using a man-to-man, we'd shift back to the "Diamond & 1" long enough to confuse their man-to-man attack; or, if we had been using a zone, we'd shift to a man-to-man.

Our shifting process against the 1-3-1 attack requires good timing.

The shift must be made after the ball reaches the front court and the opposition is preparing to make its first pass. Otherwise if the shift is made too soon), its complete effectiveness may be lost.

Nevertheless, we generally make our shift as soon as the offense makes its first pass, usually to one side or shown in Diag. 5. Note that our flanker X-2 will sag back into the key to cut off any possible pass from 3 to 5.

If the ball is passed from 3 to 4, X-1, X-2, and X-5 will play their men in the areas shown in Diag. 6. Note that X-1 replaces X-2 at the side of 5 in the key, while X-2 sags under the basket.

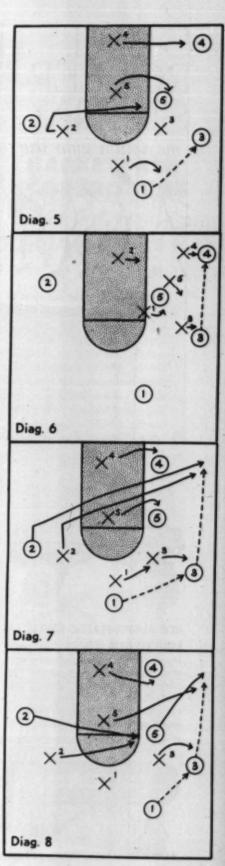
Our aim in overplaying so much is to force the offense to keep the ball on the outside as much as possible. A cross-court pass to 2 is dangerous because it's hard to control. Moreover, the danger of passing over many players makes this pass vulnerable to interception.

In the case of an overload from the 1-3-1, our shift from the "Diamond & 1" to the man-to-man doesn't affect the stability of the movement. In fact, as Diag. 7 indicates, it gives us another advantage inasmuch as we can really overplay the overloading player when he swings around, since in all probability he'll be receiving a pass when he gets into his overload position.

On the other hand, if the offensive center, 5, moves to overload, and 2 moves to replace him in the key, we still don't waver from our man-to-man assignments as shown in Diag. 8.

One advantage enjoyed by the overload against our 1-3-1 with the shift is that it can detect our change to man-to-man defense more readily. When they discover their overload player being pursued man-to-man, they'll ask for a time-out to adjust strategy.

As mentioned earlier, we'll then



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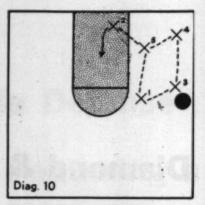


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Diag. 9



automatically shift back to the "Diamond & 1," anticipating their switch to a man-to-man offense.

Our shift back to the "Diamond & 1" is announced during our timeout huddle with the verbal signal of "Sag-off." Again, we have our own interpretation of "sag-off." To us it means "Sag off your man and get back into your zone position!"

We can also make this change on the floor with the same signal. But whenever the ball is in the offensive front court, we try to avoid shifting back to the "Diamond & 1" (from the man-to-man) because of the proximity of the goal.

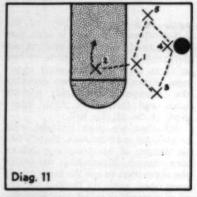
Since most man-to-man offenses call for screening and cutting, our quick shift back to the "Diamond & 1" zone impairs the attempt of passers and cutters to penetrate the congested zone around the key. Even the screen is of little or no use against a zone, let alone the "Diamond & 1."

Our radical shifting of defenses during the game and during deadball situations demands alertness as well as intelligence. We do not claim it's foolproof. In fact, I offer it to my players as a challenge. If they accept it, half the problem is solved.

The second half of the problem is to learn the shift. Since timing is the basic essential, devote much of our practice time to mastery of the shift.

There are other reservations to the shifting maneuver. First of all, the shift isn't as fruitful against one team as it is against another. Secondly, all the phases of the shift cannot be mastered by any team or any group of players.

In fact, one year, I reluctantly abandoned the shift because it caused too much confusion among my players. Nevertheless, we salvaged the "Diamond & 1" and employed it alone in situations where a zone was called for. Diags. 9, 10, and 11 show the defensive balance of the players in the "Diamond & 1"



in relation to the position of the ball.

In conclusion, we'd like to remind you once more that we always shift from the "Diamond & 1" to the man-to-man with each exchange of ball possession. We can stop the shift anytime during the game (e.g. during free-throw situations) by merely displaying a clenched fist from the sideline to our floor leader. It's then his responsibility to get his teammates into the zone with the verbal signal of "Sag off."

On the other hand, if we choose to resume the shift anytime during the game, we use a two-hand pushing signal to the floor leader.

Summing up, then, I advocate the multiple defense for these reasons:

- 1. A zone can be more effective at times than a man-to-man.
- 2. It captures the boys' interest and motivates them.
- It enables you to adjust in the event your original defense collapses.
- 4. It forces the opponents to devote valuable practice time to the more complicated defensive prob-
- 5. The element of surprise causes confusion and demoralization.
- 6. It reduces the effectiveness of planned offenses.
- 7. Watching it demoralize an opponent gives the boys a big lift.

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Use Your Head!

By HOWARD G. KNUTTGEN
Soccer Coach, Ohio State University

HOUGH soccer, or "football," as it is called outside the U. S., constitutes the most popular kicking game in the world, one of its most important fundamentals involves the other extremity of the human anatomy—the head.

Perhaps the best way of pointing out the importance of this skill is to cite the statistics gathered by Winterbottom on the number of times the ball was sent above head height in two semifinal games of English Football Association Cup play. In one game, the ball was sent above head height 277 times in the first half and 242 times in the second half, making for a grand total of 519 times for 90 minutes of play! The average of 58 times per tenminute interval in this game compares favorably with the average of 55 times per ten-minute interval computed for the other game.

If the ball is to be found above head height this often, players must be prepared to make the best possible effort in dealing with the situation.

The common uses of heading are (1) to bring the ball to the ground for control, (2) to pass to a teammate, (3) to add the final offensive touch to a pass in scoring area—heading for goal, and (4) to clear from the goal area when on defense.

Though minor differences in technique will be emphasized for the specific objective involved, certain common factors are basic to the overall skill of heading. These common factors are:

1. Positioning. The position which the player takes immediately prior to attempting the head is all-important. His position will not only determine his success in executing the skill, but also whether or not he'll be able to beat an opponent to the ball. He should usually position himself somewhere behind the ball's line of flight so that he may either step, run, or jump into the oncoming ball.

2. Watching the Ball. The player must follow the ball in flight until contact is made. To do this, he cannot wince with closed eyes or duck his head.

3. Movement. The movement of the body with relation to the ball will be a determining factor in the force with which the ball is met (and thus, the distance obtained) and the accuracy with which the ball is directed. The most important body movement involves the motion of the head with the use of the muscles of the neck. When heading for distance or power, the head should be brought forcibly toward the ball so that the head meets the ball and not vice versa.

4. Surface of Head Employed. Most coaches agree that the frontal portion of the head below the hairline, or forehead, is the best surface for general use. Being relatively flat, it's thus conducive to accuracy. There are times when other portions, such as the temples, can be employed efficiently for different situations.

 Direction. A headed ball should always be directed purposefully.
 The player must have a definite objective in mind whenever he employs this skill.

 Balance. On all but "jumpheads," the player should have as stable a base as possible under the circumstances.

When executing a stationary head, the feet should be spread comfortably so that body movement can be better controlled. When running, the player should make contact with the ball with one foot on the ground directing the movement of the body in a similar fashion to the stationary head.

When jumping to head, the player should have full control of his body, or "air balance," so he can give as much accurate force to the ball as is needed. This will usually involve "cocking the body" so that it may be uncoiled when making contact with the ball.

7. Use of Hands and Arms. The proper use of the hands and arms plays an important part in the total body balance and in the movement toward the ball. When the player wishes to move his body forward, he should hold the hands and arms outward and to the front so that they can be drawn backward prior to contact.

The execution of an action similar to that of the breaststroke in swimming will aid the player in bringing his body and head into the ball. If the player wishes to move his body with the flight of the ball, he should hold his arms outward and to the side. A reverse action will then be employed in executing the head.

The various techniques employed in heading will be determined by the position and movement of the player, the direction from which the ball is coming, and direction in which the player intends to propel Norman, Oklahoma, High School and City Auditorium. Caudill, Rowlett, Scott & Associates, Bryan, Texas, and Perkins & Will, Chicago, Associated Architects-Engineers. Photos by Hedrich-Blessing Studio.



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the ball with his heading technique.

With these considerations in mind, further discussion of this skill will be divided among the general categories of passing or shooting from a forward direction, passing or shooting from a sideward direction, jump-heading, and head-trapping.

FORWARD DIRECTION

When a player intends to head a ball coming from a forward direction back to the same general area from which it came, he must first establish a stable base slightly behind the spot where he intends to make contact. His feet should be comfortably spread, his arms extended forward, and his back and neck held erect in preparation for the heading action.

As the ball nears, he should move forward (perhaps taking a step or two) and extend, or arch, his back and neck, all the while keeping his eyes on the ball.

The movement to contact will involve the player flexing his trunk (bringing the top portion forward), throwing his arms sideward and rearward, and flexing his neck so as to bring the head forward into the ball. Many coaches describe this neck and head action as a "forceful nod." Contact will be made with the flat, frontal portion of the head.

To propel such a ball in a sideward direction, the player will make the same preliminary preparations, except that he'll position himself slightly to the opposite side toward which he intends to head. He can then change the direction of the ball by turning his body and head toward the desired objective as he comes forward for contact.

Another method of heading to the side can be accomplished by turning the trunk and head away from the desired direction when "cocking" the body. The heading action then involves turning into the ball as the weight comes forward and making contact with the temple on the same side of the head as the intended objective.

In order to send the ball on in the same direction it is traveling (in other words, to the rear of the player), he should reverse the procedure. The player will lean forward and extend his arms to the side. As the ball approaches, he'll come back with it and throw his arms forward.

Contact can be made with either the forehead, which will tend to lift the ball, or with the back part of the head. The latter technique is quite difficult, especially since the player loses sight of the ball, and should not be unduly emphasized.

SIDEWARD DIRECTION

Whenever expedient, the player should change his stance so as to face the oncoming ball when attempting to send a ball approaching from the side back in this same direction. If this isn't possible, he should spread his feet sideward and cock his body away from the ball. He should then move toward the ball by pushing off the foot farthest from the ball and either thrusting forward to make contact with the forehead or turning into the ball and making contact with the temple.

In order to turn the ball toward a frontward direction, the player must drop the foot on the side of the ball rearward to be better able to move his body forward. Again, he can make contact with either the forehead or the temple as previously described. If the player desires to send the ball rearward, he should move the opposite foot forward and cock his body in a forward direction.

JUMP-HEAD

The process of jumping to head a ball involves a great amount of timing and coordination. By the proper execution of this technique, a player can often steal a ball from a better positioned opponent and even partially eliminate a possible height disadvantage. In general, the principles of execution are the same as for other techniques, with the great exception that the player is no longer operating from a stable base.

When on the run, the player will be able to attain greater height by employing a one-foot take-off similar to that of the lay-up shot in basketball. By proper control of the height and distance involved in his jump, he'll be able to coordinate the factors of the height and force necessary for contact in the particular type of head being employed.

If the player is already situated in the position where he'll execute the head, he'll probably be forced to make a two-foot take-off directly upward. In any event, the player must so time his take-off as to be able to head the ball at the height of his jump.

After making the jump, similar procedures will be followed as for the various types of heading used when there's contact with the ground. Greater emphasis must be placed, however, on the coordination of movements to make for a forceful contact.

HEAD-TRAP

The use of the head in trapping the ball involves one important (Continued on page 52)



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DURABILITY

Principles of Interval Training

By A. S. LEWIS

Track Coach, Conterbury University College and Canterbury Centre of New Zealand A.A.A.

THE two very fine articles on Interval Training by Coach Ken Doherty which appeared in the February and March 1956 numbers of Scholastic Coach, gave a fairly clear picture of the type of training now being used by most runners in New Zealand. Some still cling in part to the methods of the past, especially in winter preparation. But almost all at some stage of their preparation utilize interval training.

It can by no means be thought, however, that interval training is fully understood. The application of the method and the adjustment of the variables to produce the best results are such highly individual affairs that many athletes are confused.

At the risk of adding to the confusion, I'd like to offer my own interpretation of interval training. This differs from the explanations given by Doherty and Stampfl in essential details.

Before elaborating on these details, it's necessary to outline my theory of training for running. I believe that all forms of running—from sprinting to marathon racing—are fundamentally the same. True, the different speeds call for varying outputs of energy, but basically both the neuromuscular patterns of propulsion and the physiological responses of the body are similar in all forms of running. The main difference is in degree.

If this can be accepted, it's reasonable to suppose that there's a basic principle of training which can be applied to any distance. To discover this principle, we must ask: What is a runher's objective in training? The answer is, of course, to enable him to run faster. This, I think, is the key.

Just as in practicing the piano or

hitting a golf ball, there must be practice of what we want to do. In this case, it is to run faster. The emphasis is also rightly placed on speed. No matter what his distance, the runner should practice at speeds he'd like to race at but which are faster than he's capable of running at the moment.

Before explaining this paradox, let me say that if he can do this it will be easier to repeat the performance in competition. An accumulation of hundreds of miles of running and countless thousands of repetitions of the leg and body actions desired make it easy to reproduce the same actions when required.

The nervous and muscular systems become tuned to the right rhythm and tempo of movement in a similar manner to the way in which we speak of a golf swing becoming "grooved." If there's enough running at the correct speed, the kinesthetic sense also establishes a feeling for speed which is often referred to as "pace judgment."

There's naturally only one way in which a runner can practice at speeds faster than he's capable of running, and that is to run for only part of his selected distance. There's only one way to accumulate a great deal of practice and that is to repeat the work decided upon. The result is interval running.

I mentioned earlier that running faster is the key. One or two examples will show that there's a strong emphasis on speed. A miler capable of running a 4.20 isn't so likely to improve by running repetition 440s in 65 seconds (which is his present speed) as he would if he practiced at a faster pace, say 63 second circuits.

Apart from establishing faster

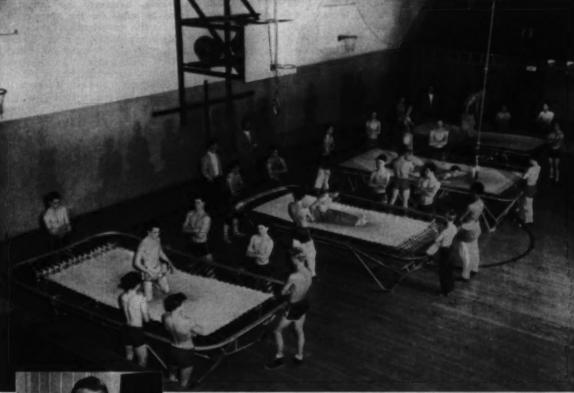


neuromuscular habits and accustoming his body to the required physiological responses, he has the advantage of building the right, mental approach. He's psychologically fitter because he isn't satisfied with his present speed, but has set a reasonable target of improvement for himself.

When this is reached and he's capable of running a 4.12 mile, a new target is set. His striving for greater speed continues and he never loses sight of his objective.

The sprinter is nearly always placed in a different category from the distance runner and special training methods are adopted. He has the additional skill of sprint starting to practice, but his objective is the same—to run faster; and his basic training method is the same—repeated short distances of super speed.

It may be more difficult for a dash-man to train at a faster speed than he can run, but it isn't impossible. He can run at maximum speed down a gentle slope, or make his runs always with the breeze behind him. The slight assistance



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of gravity and wind enables him to run just that little bit faster than he can manage by himself. He thus accustoms his limbs to moving at a faster speed.

Apart from this, his application of effort should be mostly over only a very short distance. A sprinter can probably hold real top speed for only a few yards. He should try to reach this speed and, for a few yards, apply super effort to extend it before coasting down and walking back to repeat the effort.

The accumulated distances at super speed is the measure of his practice at running faster. The sprinter, like the distance runner, also aims high and has his objective of greater speed always clearly before him.

The application of the principle of training presupposes either previous conditioning or a continuation of training at the end of the track season. The modern way is to train all year. The reason for this lies in the length of time it takes the body to become accustomed to a particular load of work. Both the physiological processes of conditioning and organic development are slow to improve. A runner, as a result, may take three or four months to drop four seconds in his training times.

Conditioning for running should have a pattern that leads easily and quickly into interval training. The out-of-condition athlete should start with slow jogging. He should gradually introduce changes of pace until his training is along Fartlek lines and his weekly mileage is about 30 miles a week.

He's then ready to run intervals, perhaps only one day a week and perhaps no more than 3-5 runs at first. The number of runs is raised by regular additions up to 10-12 and more days of interval running are introduced. Both increases may take place at the same time. They can take place fairly quickly if the athlete is conditioned sufficiently not to suffer from soreness or exhaustion.

There will be marked individual differences. Once the athlete has established the number of repetitions he finds suitable for a training session, and the number of days on which he can train, these can be fixed. The main variable will then be speed, if his objective is still to run faster.

The total distance a runner covers each week in his training will be relative to the distance he's training for. There will, of course, be considerable individual differences governed by such variables as age, experience, temperament, and

physiological requirements. Broadly speaking, however, the range is from 20 miles for the sprinter to 120 for the marathon runner.

My interpretation of interval running, with better speed the objective, is on quality of performance and not on quantity. If I might illustrate from the words of a popular song, "It's not what you do, but the way that you do it." Too much distance inevitably means too little speed.

I have already mentioned the drop in training times. It's necessary first to fix a starting speed. The method of doing this is another point on which I would differ from other advocates of interval training. Many athletes and coaches set out by estimating an ultimate speed, or end-of-season speed, and start training to attain that.

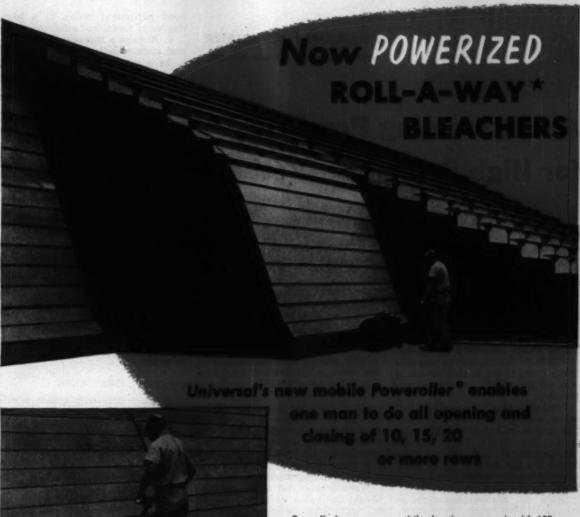
Instead, I think it's easier and more fruitful for an athlete to estimate his present speed and make his objective an improvement on that. It can be assessed more accurately and with a minimum of wishful thinking. Furthermore, the athlete must work on his present condition and speed, not on guessed at potential.

PROGRAM FOR MILER

To illustrate, a 4.20 miler should not train for a 4.0 minute mile. He will be handling loads of work and speeds too much for him. At the beginning of his training season, he could estimate that he's capable of running, say, a 4.32 race at 68 second pace.

With a view to improving, he would start his interval training at 66 or 67 second pace. In about 2-4 weeks, depending on rate of improvement, his repetitions would feel easy. He may actually find he's running faster without any apparent additional effort. The runner could then assume he can manage a 4.28 mile, and could safely reduce his repetition times, seeking further improvement. These increases in speed cannot be hurried too much, but, on the other hand, the athlete should be continually aiming at improvement. Training for running with speed as the goal is, therefore, very similar to weight training with strength as the goal. As soon as the body can accommodate a particular load of work, the principle of progressive overload is applied and a more difficult objective aimed at. Present condition and rate of improvement is the guide, rather than a future goal which may have little reference to the individual.

(Continued on page 55)



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By GARLAND F. PINHOLSTER

Coach, Oglethorpe University (Georgia)

A Fall Training Program for High School Basketball

VERY basketball coach strives unceasingly to get extra effort, concentration, and desire from his team. These "extras" are the marks of distinction displayed by champions—they are the marks of hard work.

Symbolic of such extra effort is the off-season training program. Teams which undergo a spring, fall or summer training session will certainly come closer to that promised land of basketball . . . the championship.

Football teams have an additional season during the spring. The base-ball season extends from February to October. Track men have an opportunity to run cross-country during the fall. So why not an additional training season for basket-ball?

Often the regular season is so cramped with game competition that the time left for work on fundamentals is extremely limited. Some conference rules would restrict fall practice, but the spring or summer seasons would serve just as well.

Off-season practice provides a strong indication to your players that this is to be a year of intense and concentrated endeavor. They understand that you mean to come as close as possible to the attainment of their basketball potential.

As a result, they will develop a positive attitude. They'll become more receptive to instruction. Early season mistakes will be cut to a minimum, and physical disabilities such as weak ankles and sore feet will be eliminated. Team morale will be high because the players will have ample opportunity to "prove" themselves to the coach before that first game.

Best results from pre-season training are obtained where specific objectives are set up. It's then possible to map out a schedule which will bring about greater improvement than haphazard "scramble" sessions. Though every coach has his own ideas with regard to the practice sessions, there are some which all would agree upon. Here are several of the more universal ideas concerning the purpose of off-season practice:

1. Improvement of jumping ability.

With proper exercise, each boy can increase his vertical height on a standing jump by three inches or more. Since rebounding is so important, this aim alone should be enough to convince the conscientious athlete that these additional practice hours are a good investment.

2. Development of circulo-respiratory endurance or stamina.

Whether you fast break or slow break, the value of having plenty of "wind" can never be underestimated. Many victories have been earned simply through superior condition.

3. Increase of muscular strength. The day of the tall, slim, weak player is passing rapidly. A boy may be thin, but he needs great tensile strength in all his muscle tissue. Without such strength, his defensive and rebounding effectiveness will be lessened.

Improvement of agility and coordination.

These qualities epitomize basketball. They are basketball. Without them, a boy will never become a great player. Fortunately, these abilities can be developed. Certainly they can be improved.

Development or improvement of split-vision.

A youngster can have all sorts of eye defects and still become a good athlete if he can see laterally. Some great performers seemingly have eyes in the backs of their heads. They may appear to pass blindly, without looking in the direction of their receivers. They have devel-

oped peripheral vision to a high degree of functional efficiency.

Acquire a thorough knowledge and understanding of the rules.

As a coach or player, you will have other reasons for working overtime. But these few objectives, pursued religiously, will reap great dividends.

Physical fitness tests should be given at the beginning and end of the program to determine its success. The Sargent jump is a most reliable method of measuring jumping ability. Other tests which may prove useful are the timed squat thrust for coordination, squat jump for agility and timed distance run for testing circulo-respiratory endurance.

A written test offers the best way to measure knowledge of the rules, while most driver training schools have a device for checking peripheral vision.

Here's a six-weeks fall conditioning program for basketball. It can be amended to cover situations where time, over-all athletic program, and player weaknesses might warrant.

FIRST WEEK

Monday: Give each athlete a rule book and make an assignment. Administer and record all tests.

Tuesday, Wednesday, Thursday:

- 1. Calisthenics (5 repetitions each exercise).
- 2. Thirty minute volleyball game.
- Basketball fundamentals (15 minutes).
- 4. Alternately run and walk for one mile.

Friday: Regular workout, same as three preceding days plus written test covering weekly rules assignment.

The volleyball game should be officiated carefully during this week. Teamwork and increased skill will make this an enjoyable period of recreation. On each succeeding week through the fifth week, a rules assignment will be given on Monday and tested on Friday.

SECOND WEEK

Daily workout:

- 1. Calisthenics (6 repetitions).
- 2. Thirty minute volleyball game.
- 3. Fundamentals (20 minutes).
- 4. Run one mile.

Notice the difficulty and strenuousness of the workout is being gradually increased.

THIRD WEEK

Daily workout:

- 1 Calisthenics (7 repetitions).
- 2. Thirty minute volleyball game. (Continued on page 57)

A Winning Tip From Coach Bud Wilkinson

• To keep your boys in good health and to derive the most out of their potentialities, you must discourage them from drinking alcohol in any form. That is the golden rule of every training and conditioning program. The menace of alcoholic beverages is dramatically delineated in the handsome poster on the next two pages. Snapped straight from the shoulder by the winningest football coach in America, Bud Wilkinson, it merits conspicuous display on every school bulletin board.

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Does Alcohol Increase Endurance?

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good for Nerves?

NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?

NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

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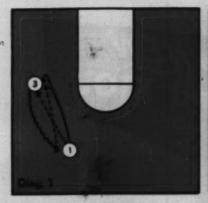
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A FLEXIBLE

"SWITCH" OFFENSE

A SSIGNMENT: Develop a successful basketball team in one season. "Next to impossible," you say? Yet that's what most junior college coaches are expected to do every year!

It's a herculean task. First, because the set-up militates so strongly against it. Under the two-year junior college set-up, it's impossible to build over a period of years. The problem is further intensified by the fact that many students attend for only one year and that most of the players are relatively inexperienced.

It was with these thoughts in mind that the writer developed a simple offense that could be taught and effectively implemented in one season. Called the interchanging or "Switch" offense because of the initiating movement which finds a guard and forward switching positions, this offense embodies an economy of movement and yet is flexible enough to meet various types of man-to-man defense.

Limiting the number of offensive moves not only affords more time for individual development, but allows the players to concentrate on the immediate situation and to have specific shooting areas. It also provides definite offensive cuts and rebound patterns, and lends itself nicely to game-situation drills—all of which make for easier coaching and learning.

Personnel-wise, the Switch of-

fense is designed to make best use of the smaller, faster, and better players—the guards. Since the guards bring the ball up court and then interchange positions with the forwards, they are always in the play.

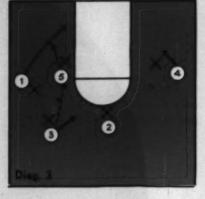
It isn't especially necessary to have a big center. All you need is a center who can handle the ball and make some offensive moves. The taller men play the forward positions and assume the responsibility for the offensive rebounding.

The players are trained for specific offensive moves in definite areas. The right forward and right guard work together, as do the left forward and left guard.

Since the basic move of this offense is a fake-and-drive series, a great deal of practice time is spent on footwork. The basic drill for teaching the individual footwork is as follows:

All movements are explained from a position on the left side of the court facing the hoop (Diag. 1). The basic move that initiates the offense and leads to the footwork drill is an interchange of positions between the guard (1) and the forward (3). This is known as the switch.

As you can see, 1 passes to 3 and takes his place by moving down the inside, while 3 dribbles out to the guard position. No. 3 then turns to the sideline and return-passes to 1.



No. 1 now has several specific footwork options, depending upon the play of his guard. (The details of this footwork will be explained at the end of the article so as not to interfere with the flow of the offensive pattern.)

The next step in putting the offense together is to bring in the post man. The first move is the double-cutter (Diag. 2). No. 3 dribbles out to the guard position and makes a return pass to 1. Usually X-1 will sag toward the post (5) on the interchange. But as 1 receives the ball from 3, X-1 will move out to guard him, leaving the center open for a pass into the post.

Upon hitting the post (a bounce pass seems best), 1 and 3 cut by him with the passer going first. The post man gives the ball to either cutter. In the follow-up pattern, 3 covers left, 5 the center, 4 the right, 1 the foul line, and 2 is the safety.

X-1 will often be playing 1 tightly on the switch, presenting an opportunity for the back-door move shown in Diag. 3. After the interchange, 3, instead of return-passing to tightly covered 1, now hits the post. No. 1 back-doors by cutting quickly for the hoop, and 5 may bounce-pass to him or make an individual move. The follow-up pat-



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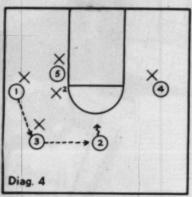
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tern is the same as in Diag. 2.

When X-1 and X-3 are playing tightly, with X-2 sagging in front of the post, the weak-side move shown in Diag. 4 is highly effective. The ball goes from 1 to 3 on the switch, then to 2. The latter receives the ball on the edge of the key and gets set for a shot. If his man rushes out to guard him, 2 fakes the shot and takes a dribble to the free-throw area for a jump shot.



The follow-up pattern is 1 covering left, 4 right, 5 center, 2 foul line, and 3 safety.

Diag. 5 delineates a strong move against a smart defense in which X-1 and X-3 are playing tightly, X-5 is overplaying 5, and X-4 is sagging to compensate for the overplaying of 5. The play is then from 1 to 3 to 2 to 4. No. 4 may take a set shot; or, if his man rushes out to guard him, he may fake and drive.

When the ball reaches 4, the post man cuts across the free-throw area, often freeing himself for a pass and close shot. The follow-up pattern is 1 on the left, 5 center, 4 right, 2 foul line, and 3 safety.

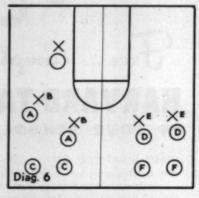


The Switch offense, as mentioned previously, lends itself well to drills. The basic move, as shown in Diag. 1, is used as one-on-one and two-on-two footwark drills. The back-door and double-cutter moves are the

three-on-three drills, as well as excellent warm-ups.

In the back-door and doublecutter drills, the guards and forwards are paired off to work on specific sides of the floor. Several teams of forwards, guards, and centers can thus work both offensively and defensively at one end of the court. A competitive drill, it has the advantage of making men play specific positions and react to defensive situations. Each team is limited to half the width of the floor.

The drill is shown in Diag. 6. Each team consists of a guard, forward, and center, with the guard and forward positions being interchangeable. Team A starts by interchanging and then continues the attack by reacting to the defensive situation by either double-cuts, back-door, or individual fakes and drives. Team A continues on offense until a basket is scored, the defense gets the ball, or a foul or violation is committed (by offense).



After Team A loses the ball, the play goes to the other side of the court with Team X-E and D taking over. The center position remains the same. After Teams X-E and D have a turn, the ball returns to the starting side of the floor with Team A on defense, C on offense, and Team X-B on the ready line. The centers change from offense to defense.

With the play alternating from side to side, the resting teams can get together and plan their strategy. The drill thus encourages active thinking. In no time at all, the coach will perceive rapid progress in terms of individual and team play. By concentrating on a few men at a time, he has a fine opportunity to make corrections and suggestions.

Now let's backwater for a moment. Earlier in the article we mentioned the importance of the footwork required by 1, the receiver, after taking the return pass by 3 in

(Continued on page 58)

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by JIM SMILGOFF Bosebull Coach at Taft High School, Chicago

This new text explains and illustrates the proper fundamental skills and techniques of high school baseball, and treats college baseball as well. Part I deals intensively with batting, bunting, running, sliding, and offensive strategy. Part II discusses defensive baseball by both individual position and team play. Part III brings the present day coach up to date in methods of organizing and supervising amateur teams, and includes indoor and outdoor drills for young athletes.

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New Books on the Sport Shelf

. THE PASSING GAME (Offense and Defense). By Ray Pelfrey with Steve Owen. Pp. 129. Illustrated. Dubuque, Iowa: Wm. C. Brown Co. \$3,25.

RAY PELFREY, a former crack pro player now coaching high school ball in Alabama, and Steve Owen, the fabled pro coach, have pooled all their savvy into a resplendent text that covers every facet of the modern aerial attack.

Soundly organized and superbly written, the text projects all the proponents of pass offense. You'll find thorougly professional, detailed analyses of the various pass patterns, qb instructional aids, receiving, screen passes, the draw play, charting the pass offense, exploiting specific weaknesses in the defense, drills, and pass protection

The defensive side of the passing game is covered in four terse chapters: pass defense, halfback play, original umbrella defense, and the A formation. The last two technical phases come direct from their inventor, Steve Owen.

A highly interesting "Summary" rounds out the text. This enlarges on the latest in pro football-the spread pass offense. Designed by Packer coach Gene Ronzani in 1951, it was adapted by Paul Brown with telling effect last

Both the concept of this book and its implementation—writing, diagramming, thoroughness—will delight every

. UMBRELLA DEFENSES. By Jack C. Mitchell and Bernard A. Taylor. Pp. 111. Illustrated. Dubuque, Iowa: Wm. C. Brown Co. \$2.50.

WITH more and more coaches gravitating toward the umbrella defense, this big (11" by 8\%") soft-covered manual comes at an extremely opportune time. But timeliness isn't its only virtue. This is a corker of a technical text-a real bread-and-butter book.

The happy combination of Mitchell (coach at the U. of Arkansas) and Taylor (coach at Wichita-East H. S.) does an exhaustive job of analyzing the umbrella defense. They not only present the various umbrella alignments (7, 5, 6, etc.) and the way to employ them, but also show the continuity and carryover from defense to defense that makes them adaptable to any squad.

The subject material is covered in this fashion: 77 umbrella, 76 umbrella, 5-4 umbrella, 66 umbrella, variations, defensing the spread, defensing the single wing, goal line defense, strat-egy, and drills.

All the explanations are crystal clear and thorough, within the ken of every coach on every level of play. Coaches will eat it up.

. ATHLETIC INJURIES (4th Edition), By Dr. Augustus Thorndike. Pp. 252. Illustrated. Philadelphia: Lea & Febiger. \$4.50.

THIS solidly esteemed text, covers all the phases of prevention, diagnosis and treatment of athletic injuries. The author, chief surgeon to the hygiene and athletic department at Harvard, offers clear, concise analyses of the injuries coupled with sound advice on how they can be minimized through adequate medical supervision, proper conditioning, and competent coaching.

The 4th edition contains a number of changes aimed at increasing the practical value of the book. Newer concepts on the physiology of exercise have been added, the chapter on physical therapy completely rewrit-ten, all the tables redesigned and brought up to date, and 35 new illustrations added.

Athletic Injuries is wholeheartedly recommended to physical ed instructors, doctors, trainers, and coaches.

. 1956 CONVERSE BASKETBALL YEAR BOOK. Edited by Wallace R. Lord. Pp. 53.
Illustrated—photos and diagrams. Malden, Mass.: Converse Rubber Co. Free,

A MARVELLOUSLY handsome and absorbing record of the 1955-56 schoolboy, college, and pro seasons, the 35th edition of the Converse year book features complete reviews of conference play, national tournaments, All-American teams, state high school champions, scoring leaders, fine technical articles by outstanding coaches, many superb team and action photos, and other exciting features.

Coaches authoring articles include Tom Blackburn, Cliff Wells, and Harry Litwack.

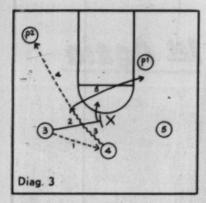
If you haven't received your free copy, write to the Converse Rubber Co. at Malden 48, Mass.

. LAWN TENNIS (Play the Game). By Major R. H. Applewhaite. Pp. 142. Illustrated. New York: SportShelf. \$1.50.

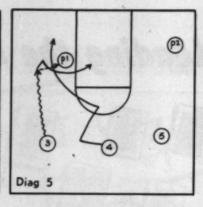
THE newest addition to the Play the Game Series is especially geared to the young tennis player. Written by the well-known coach of the Northern Counties Lawn Tennis Club (England), it covers all the basic strokes and features more than 100 excellent

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Stanford's 3-2 Post-Screen

(Continued from page 7)

rule states that "if an offensive player takes a position so near an opponent that pushing or charging occurs when normal movements are made by him, it is an offensive foul."

The outside players should constantly be aware of balance and getting their post-men in the play. There are no designated patterns, but they should always be conscious of the 2-on-2 situation and continuity in movement.

Diag. 2 illustrates how the sidepost can receive the ball. No. 3 passes to the side-post (P-2), and the latter has the option of a shot, a baseline inside drive, a pass to the inside post for a shot, or a pass and cut. If P-1's defensive man is playing too far in front, P-1 can move farther out (toward P-2) and screen P-2's man

Diag. 3 indicates 3 screening for 4, with 4 passing to the side-post and clearing. P-2 again has his options.

Diag. 4 shows the "open area," which can be on either side, depending on the two posts. Because there's little chance here of two-timing or defensive sagging, it's an important area for the players to make use of. Anytime the outside offensive player feels that he can beat his man on a 1-vs.-1, he has the privilege of taking him into that location.

The most important use of this area, however, is by the inside post. Upon moving into this area, P-1 can easily receive or pass and have plenty of operating room to work on his man. The inside post may also pull out high for pass-and-cut or block plays.

Where set plays are desired, it's not difficult to install them on a certain "key." Diag. 5 shows a double cutter. No. 3 dribbles to the "open area" and passes to P-1. He then steps toward the basket and changes direction, cutting by P-1. No. 4 is the second cutter. P-1 has the pass option to either man or, after they cut, he may go for his shot.

Diag. 6 shows the guard-around series, 3 passing to P-1 and cutting to opposite side (or blocking 4's man). No. 4 cuts around P-1 for a hand-off for a drive or jump shot.

Continuity for this series might be for P-1 to pass back to 5 and a pass to P-2 pulling high. No. 5 then cuts around, and they have their guard-around options.

In this type of offense, the coach should designate one post man as boss. The boss should be the player with the superior basketball sense. If the boss plays the side post, the other man automatically takes the inside position, or vice versa.

The positions may be changed to exploit opponents' weaknesses. For example, one of the defensive men may have difficulty guarding a post who drives for the baseline, or he may have trouble handling his man inside.

If a particular player is having a hot night on the pivot, you want to keep him on the inside. Or you may find that one post man maintains better rebounding position inside, or that he can "bust in" real well from outside against his man.

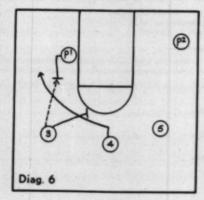
The side post can, at any time, move across to the opposite side. In fact, under pressure, the "backdoor" is an ideal offensive threat.

The post men must work on fakes and pivot shots with back to the basket, as well as on offensive rebounding, footwork, and body positioning. They should also concentrate on situations from the side, such as set-shots, base-line and inside drives, passing to inside post, outside offensive rebounding, and offensive fakes facing the basket.

The ideal material would be two strong posts and three quick boys outside. Many variations, however, can be adopted and experimented with. For example, if one of the post men is the 6'3" or 6'4" boy who can do things outside, while one of your outside screeners can do well inside, you might switch these offensive positions—taking the inactive post's guard outside in the screen and driving situations, and perhaps weakening the defense by bringing in a small defensive man to the pivot position.

From a teaching or coaching phase, this particular offense alleviates some of the practice problems. At one end (of the court), the post men work together and concentrate on their offensive threats; while at the other end the outside men or screeners, work on their moves.

When players have only their particular phase to worry about, without being concerned about the entire offense, they seem to grasp the fundamentals quicker. They also have a tendency to assist each other and question moves that bother them.





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DePaul's Weave and Pivot Attack

(Continued from page 9)

It's obvious, from the drills, that whoever feeds the ball to the pivot man or forwards is the one who starts the plays and tells the others where they're going. With five men on the floor, the same holds true. I generally shuttle the guards before putting the ball into play.

In Diag. 1, for example, Guard 1 passes to Guard 2, then screens for him as 2 dribbles across behind him. Forward 3 comes up and meets a pass from 2, then 3 passes to Center 5 coming into the middle.

After the pass, 3 steps forward and screens 2's man. No. 2 cuts down the outside, and 3 breaks across the middle as a second cutter. Forward 4 breaks off 3 as a third cutter. The first man open gets the hall

Another variation of the five-man practice offense is shown in Diag. 2. Guard 2 passes to Guard 1, and screens so 1 may dribble behind him and pass to Forward 4. No. 1 delays until 4 passes to Forward 3, while Center 5 moves up to put the second screen on 1's man, as 1 cuts down the outside. After making the pick-off, 5 cuts across the middle.

The Center, 5, doesn't have to play in the same corner every time. Instead he goes into the corner on the side he comes down the floor on. Plays are the same from both sides.

On this set-up, I don't always have the center break into the middle for the ball, either. Sometimes we use it as in Diag. 3, where Guard 1 passes to Forward 3 and Forward 4 breaks into the middle to take a pass from 3. The same offensive moves follow, with 3 screening for 1, who breaks down the side as 3 cuts over the middle and Center 5 comes across.

In this type of play, it should be noted that if either 3, 4, or 5 has a short man guarding him, he can work himself into the pivot position, thus getting a short guard in the middle. I also tell the players that the way to free themselves for a pass is to get in close to their man, fake, and break out.

I usually run through this offense for half an hour, each night to develop ball-handling and habit. After progressing this far, I'm ready to work on the offense we use in games. I put five men on the court and from a stationary start we begin the patterns which were learned at the beginning of practice.

Then we go into the procedure shown in Diag. 4, in which Guard 2 passes to Center 5, then screens for Forward 4, who cuts across the middle. No. 2 then rolls for the basket and Forward 3 cuts past 4.

Using the same setup in Diag. 5, Guard 2 makes the initial pass to Center 5, then picks off for Guard 1, who breaks up the middle as 2 rolls off 1's defensive man and also cuts through the middle. Forward 3 cuts past 2 across the center, while Forward 4 drops back on defense.

After giving each individual the ball and explaining some of the possibilities he has while controlling the ball, I begin my weaving type offense. Shown in Diag. 6, it starts with Guard 2 passing to Guard 1. No. 2 screens for 1, who dribbles behind him. Then 2 continues to the corner to screen for Forward 3, who comes out.

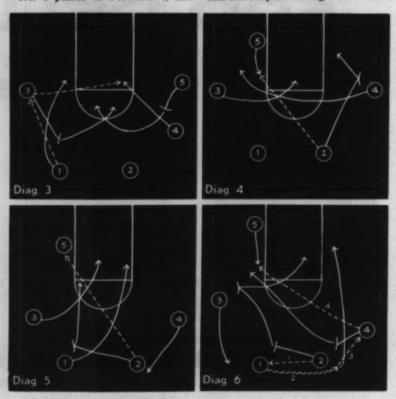
No. 1 passes to Forward 4, and

4 passes to Center 5 on the pivot, then picks off for 1 as 1 cuts down the middle. No. 4 cuts across the middle, and 2, in the corner after screening for 3, becomes the third cutter.

I incorporate into my weaving offense the same principles taught the boys at the beginning of each practice, when they play two-ontwo on the sides and in the center of the court. The spots remain the same, but the men move themselves and the ball, letting the offense run according to pattern.

I teach defense right along with offense, starting with one-on-one and two-on-two. In one-on-one, I want the defensive man to respond to fakes by retreating backward and sideward, keeping one hand up and one down. If the defensive man is weak in going one way or the other, we let him point, thus making the offensive man go to his strong side.

After playing one-on-one, I use two-on-two at the side of the court and start my switching man-to-man



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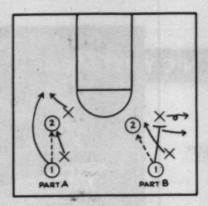
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defense. In the accompanying diagram (Part A), for example, 1 passes to 2, then goes on the outside. X-2 calls "switch" and takes 1, with X-1 taking 2. The back men always call the switch or stick, since they're always in position to see the play.

Suppose, as in Part B, 1 blocks X-2. X-1 carries him in a ways until X-2 calls "switch." X-2 is blocked, so he must turn the opposite way and go for the basket. If he turns the wrong way, he will trail his man into the basket.

After practicing two-on-two on the sides, I place the guards on offense with the forwards on defense. I want the forwards to come together, never letting the opposing guard get on the inside. In this way, they make the offense go on the outside and the defense just glides back and forth.

Before I put the five-man defense on the court, I instruct the boys to



always talk and point out their man. I don't assign men on defense. Rather, I point out weaknesses and strong points on opponents. Thus, every man must know the personnel of the opposition.

When retreating down the floor

to set up our defense, the boys are taught to pick up in this manner: The first two men back on defense pick up the first two offensive men. The center takes his own man, while the last two men pick up the last two offensive men to come down the floor.

I have to use this type of system, because my offense weaves with the players changing positions. This means any forward or guard may be in the back court at the time the opposition gains possession of the ball.

When employing this type of defense, the players may reduce the margin of error by pointing to the man they're picking up and yelling "I got him!" When a small man finds himself playing a big opponent, he should look to switch off at the first opportunity. This isn't hard to do, particularly if the defense is well-drilled.



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San Francisco's Three-Quarter Press

(Continued from page 14)

effected, the back-court men must immediately yell for help.

Unless the defensive men in the front-court—once the ball has gone by them—do not immediately hustle back to the defensive end of the court, the defense is going to be very vulnerable to a quick basket. It's a cardinal sin for a player, once the ball goes by him, to waste any time at all getting back to the defensive end of the court. His first and immediate reaction should be to get back.

If any one of the three offensive players in the defensive area comes up to the middle of the court, his opponent must move up with him and attempt to prevent any pass from coming in to him.

The advantages of the threequarter press over the full court press is that it reduces the gravity of any error, since the area in which the players operate has been lessened. When the players operate over the entire floor in a press situation, an error is more costly than when

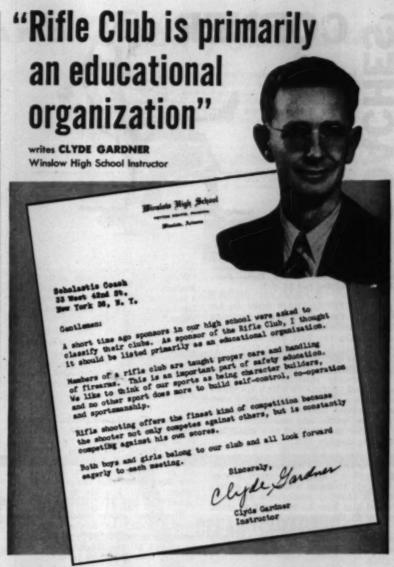
they operate over only a portion of

The susceptibility of the players to errors is also less. In using the mid-court press, the mid-line serves as an ally. Once the dribbler goes beyond the midline, he no longer can come back or pass back to the back-court. On the other hand, if the dribbler is stopped behind this line, he'll be forced to throw the ball within 10 seconds.

One disadvantage of the threequarter press, as in every press defense, is that a player is more prone to foul than when in any other type of defense. Another disadvantage is that at the instant the offensive team gets penetration, the press is vulnerable to an easy basket—and if every member of the three-quarter press isn't hustling like the dickens, the offense will probably get penetration.

As in all basketball situations, the success of this defense will be directly proportionate to the ability, desire, and determination of the players employing it.

Phil Woolpert is entering the current season with a fabulous 55-game winning streak (longest in major college play) and two straight NCAA crowns. Part of his success may be attributed to the marvelous way in which his clubs operate the three-quarter court press described in this article.



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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

A SHAKESPEAREAN actor in his spare time, "Old John" Heisman had a predilection for the rich, round phrase. On the first day of practice every year, he'd display a football to his squad and ask, "What is it?", then proceed to answer his own question:

"A prolate spheroid—that is, an elongated sphere—in which the outer leathern casing is drawn tightly over a somewhat smaller rubber tubing." Then he would add ominously:

"Better to have died as a small boy than to fumble this."

Heisman's 1912 Georgia Tech team featured a 155-pound center named Al Loeb. Heisman was fond of calling him a physical misfortune and once asked him how he managed to stand up to all the big men he faced.

"Coach," cracked Loeb, "I'm near-

"Coach," cracked Loeb, "I'm nearsighted and can't see how big they are."

The selseme Al Loeb once helped coach the Federal Penitentiary eleven. During one game, played in a downpour, a prisoner insisted that Loeb borrow his denim jacket. Though his only suit was being drenched, Loeb demurred. He thought it unmanly of a coach—until another prisoner chimed in: "Go ahead and take his jacket, coach. He's got 20 years to dry off in."

The head coach was a grumpy, taciturn old bugger, and the sophomore halfback complained to the assistant coach, "You can't get a nice word out of him. No matter what you do, he just gives you an 'ugh' or an 'agh."

'agh."

"He's not such a bad guy," soothed
the assistant coach. "It's just that you
have to take a lot for grunted."

The Rockne-Zuppke "feud" was one of the wittiest in history. At a banquet after the 1924 season, Zuppke

concluded his speech as follows: "Well, Rock, you and your Four Horsemen had a lot of luck this year. I suppose instead of giving them gold footballs you'll give them gold horseshoes."

Rockne promptly rose to his feet and retorted: "Your suggestion about giving the gold horseshoes is a good one, Zupp. But, after looking over your defeats this season, I suggest that instead of footballs, you give your team golden skids."

The two small-time football coaches were shooting the breeze, "Wouldn't it be great," said one, "if you beat Notre Dame, Oklahoma, Michigan State, Maryland, and Georgia Tech all in one season, then went on to the Rose Bowl and trounced UCLA. What would you do if that happened?"

The other coach pondered a moment. "Well," he finally said, "I'd send my assistant coach to California to collect all the trophies and make the big speech to the press."

"You mean you wouldn't bother going yourself?" asked the other incredulously.

"How could I?" replied the other.
"I'd already be dead from the shock!"

After a hectic season, the demon sports publicity man went on a safari in the Dark Continent. One day he was captured by cannibals and trussed up in a mud hut. Each day the natives would cut his arm and drink his blood.

Finally he called for the king of the tribe. "You can kill me and eat me if you so desire," he said indignantly. "But I'm sick and tired of getting stuck for the drinks."

Rather than see his kiddles go hungry, the unemployed football coach accepted an offer from the local zoo to wear a gorilla skin and entertain the tots on week-ends. The first Sunday he was doing all right swinging on a bar, until a chain snapped and catapulted him into the next cage—occupied by a huge lion. The king of beasts stared at him balefully and the coach started screaming for help.

Then a whisper reached him: "For cripes sake, buddy, shut up. You're not the only coach out of work!"

The day after Don Larsen no-hit no-walked them, the Brooklyn Dodgers straggled onto the field to take their licks in the batting cage. Don Zimmer was among the first on the field and noticed that the bats hadn't yet been brought out.

"Hell," yelled Zimmer. "What do we use to hit?"

"Try the same things you used yesterday!" hollered Joe Becker, the Dodger pitching coach.

Max Baer blew into N. Y. for a TV shot, and was asked to pose for a publicity photo. Because the ex-champ dwarfed the other members in the cast, he was asked to kneel in front of the group. As he went down on one knee, he remarked:

"The last time I was in this position, I was in Madison Square Garden and got \$200,000 for it!"

If you're looking for a barrel of chuckles, don't miss Emmett Watson's article, "Don't Raise Your Boy to Be a Football Coach," in the October issue of Sport. Sherlock Holmes would have loved the guy. He'd never have had to hiss, "Quick, Watson, the needle!" The Watson who authorized

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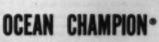
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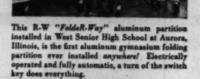
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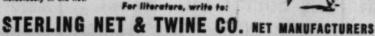
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this piece is a needler of monstrous proportions. Witness these needlepointed gems:

"Don't raise your boy to be a foot-ball coach. In fact, be more cautious than that. At the first sign of his desire to become a football coach, just stop raising him."

"Football coaches are a class of selfless sufferers who go on building character year after year, no matter how many states they have to import it from."

Where else but in football can you be sure of that exhilarating day-today experience of wondering whether you have a job?"

"My figures on athletic directors show that they usually fire two coaches and then leave with the third. This athletic director (I know) is working on his second coach."

"Just before the game, the whole squad got food poisoning. They had to keep dashing on and off the field, back and forth. They were compelled by a force stronger than the coach's will."

Jimmy Phelan (writes our friend, r. Watson) coached at Missouri, Purdue, Washington, and St. Mary's before going to the pros. His troubles didn't exactly end there, either. Three franchises—the Los Angeles Dons, the N. Y. Yanks, and the Dallas Texans went down under him.

"When I was with the Yanks," Phelan once said, "a report got around that there was some kind of animal loose in Yankee Stadium. The groundkeeper said he thought it was a fox. But when they caught it, it wasn't a fox at all. Just one of those wolves that followed me all the way from Seattle."

The California mastermind, Pappy Waldorf, is a large gent who weighs in the vicinity of 275 pounds. One day he addressed his squad as follows: "You're not only a fine football team, you're a fine group as well."

Touched by this tribute, one of his players, Jim Cullom, replied, "And you're a fine group yourself, Coach."

When Billy Vessels joined the Balti-more Colts, he was a David in a camp full of Goliaths. The little fellow had to look up at such monsters as 270-lb. Art Donovan, 275-lb. Tom Finnin, 255-1b. Don Joyce, 245-lb. Gino Marchetti, 305-lb. Buzz Clark, 270-lb. Don Chelf,

Nobody seemed to pay any attention to him, and he began figuring that he had done something wrong and that the players were deliberately snubbing him. So he went over to publicist John Steadman and told him of his troubles.

Kindly John patted him on the shoulder. "Relax, Billy," he advised. "They're not cold-shouldering you. They just haven't seen you yet!"

Trying to book a game with a Penn-sylvania school, the Texas coach put in a long distance call and was told

that the toll would be \$2.

"Why," the Texan sputtered, "back home we can talk to hell and back for two bucks."

"Mebbe so," answered the operator, "but from Texas that's a local call."

"Portrait by Bill Stern" authored by Vic Gold in The Skiff (Texas Christian U.):

One fall day in South Bend, Ind., a small, anemic-looking lad approached Coach Frank Leahy. "Coach," the kid said, "I wanna play football for Notre Dame."
"G'wan, punk," the coach said.

"You'd be broken in two."

But the gritty young kid insisted. Day after day he reported to the field and registered his desire to play football for Notre Dame. Finally, out of sheer anger, Coach Leahy agreed. "Report to the dressing room right before game time Saturday. I'll give you a uniform."

That Saturday, the boy showed up promptly. Leahy was surprised to see the young, spindle-legged kid. The genial coach smiled.

"Well," he said, putting his hand on the boy's shoulder, "if you think you're going to play for one of my teams and screw up the works, you're nuts."

The freshman was crushed. But the coach, ever mindful of a youngster's feelings, tried to soften the blow.

"You're just not built for football, kid. Why don't you go to China and get into politics instead?"

That young boy-turned down by the Notre Dame coach-followed that advice.

His name: Chiang Kai-shek.

Believe it or not, this happened at Conestoga H.S., Berwyn, Pa., reports cross-country coach Bill Monohan: "Allan Freed, a lanky junior, was a member of my cross-country team. In a dual meet on TUESDAY, he failed to place in the first 30. During a gym class on WEDNESDAY, he threw a 50-yard pass in a touch football game. Assistant football coach and gym teacher Bob Fitzgerald reported his find to head coach Bill Paolantonio. On THURSDAY, Coach 'Pal' and myself convinced the young junior that he might do better in football. On FRIDAY, he received a

"With 15 seconds to go in a 0-0 game against Conshohocken on SAT-URDAY night, Allan was sent in with instructions to throw a long pass. He did-from the 50 to the waiting arms of end Harvey Cornell. TOUCH-DOWN!

"P.S.-On Monday I almost lost my entire squad. They all wanted to turn in their running togs for football uniforms!

With practically every high school and college eleven using some form of belly play, the nation's coaches must be belly-aching like crazy avers Joe Stanczyk, the very able backfield coach at Columbia University.

THE TEN FOOTBALL SAFETY COMMANDMENTS

1. Before contact or a fall, pull in your head. Hide it in your shoulders. Don't stick out your neck. Keep it short and straight.

2. In tackling or being tackled, keep alert and in balance. Protect

yourself.

3. In falling, a rigid arm can break a collarbone. Roll or absorb shock by

4. Horsing around on a slippery shower or dressing room is an open

invitation to disaster.

5. Anyone can get blistered feet in practice. Only a square will fail to make immediate correction. Not tomorrow-but now!

6. Sloppy-joe shoelaces, chin strap or pad fastenings are marks of a small-time player.

7. Failing to report a cut or bruise or sprain isn't a sign of toughnessit's just dumbness.

8. Being alert by keeping your mind on the business at hand is the best type of injury insurance.

9. The wearing of a tooth or face protector is good horse-sense. Intentionally grabbing or twisting an opponent's protector is unsporting.

10. Wearing cleats on a concrete or brick surface is a sure way to reap a crop of scratches, cuts and tears.

-A National Federation Service



In this installation, note the enclosure of seats in nested position which permits no space for dust or other debris to collect when the bleachers are not in use. A slight slope of the bleachers in the closed position eliminates the optical illusion of the bleachers falling forward when in closed position. Here you see mossiveness yet simplicity of under-structure that guarantees safe and comfortable seating as well as perfect vision for all spectators.

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Soccer Heading

(Continued from page 24)

change in the general considerations of the overall skill. This change pertains to the amount of force with which the ball is met.

In order to keep the ball within playable distance, the player will either "give" with the oncoming ball or meet it with as little force as possible. The other considerations regarding positioning, balance, etc., will generally hold true.

Whether the player is moving or stationary when trapping the ball, he must trap it so that he can instantly pass, shoot, or dribble in the desired direction. This will be accomplished by either (1) moving the body with the flight of the ball and tilting the head backward or (2) holding back slightly on the forward movement and tilting the head further forward than usual.

The first method will cause the ball to take a soft bounce upward off the head and drop lightly in front of the player. The latter method will direct the ball immediately downward so the player can instantly move with it in the desired direction. The forward movement must be restricted because if the ball is met with too much force, it will cause the ball to roll too far away from the player.

PEDAGOGY

Because of the tremendous amount of timing involved and the unpleasant sensation of improper contact, this fundamental can prove difficult to teach and practice. For beginning players, especially younger boys, either a deflated soccer ball or a ball of lighter weight should be used. Lobbing balls to be headed from short distances will also help cut down on the difficulty.

Extreme care must be given to the initial exposure to heading so the player will have a satisfactory experience and will develop good habits.

In the presentation of this skill, an explanation should be given as to where this fundamental can be employed in the game and why it is employed. The common factors involved in all the various types must be emphasized. One type should be presented at a time, with a brief explanation of the essential features involved and with a suitable personal or film demonstration.

The errors common to beginning and advanced players alike usually

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NATIONAL

364-374 N. MARQUETTE ST. FOND DU LAC, WISCONSIN involve one or more of the following factors:

1. Improper positioning prior to execution.

2. Poor balance.

3. Employing the wrong surface of the head.

4. Heading without purpose and direction.

5. Failing to meet the ball with sufficient power.

6. Heading low balls.

The latter, when attempted in the vicinity of another player, constitutes a violation of the rules termed "dangerous play." Regardless of any injury suffered by the offending player, an "Indirect Free Kick" can be awarded to the opposing team.

When considering the actual game situation, another common error can be added to the list—that of heading too high on scoring attempts. The ball should be met with force and directed downward just inside the goalpost. Fabian and Whittaker point out that it's surprising how often a headed ball "aimed at the bottom of the post will result in one at about cross-bar height."

DRILLS AND GAMES

The simplest drill for heading instruction and practice is the "Circle and Feeder" drill. The team or class is divided into small groups with each being given a ball. One member acts as feeder and tosses the ball to the others who have formed a circle or semicircle around him. The players then head the ball back to the feeder, head it sideward to the next player in the circle, or head-trap it.

Emphasis should be given to heading downward to the feet of the intended receiver. The distances between the feeder and the other players can be varied according to

the skill of the players.

Another simple drill that can be used when players have attained some degree of proficiency is "Keep It Up." The players stand in a circle, one player tosses the ball into the air, and the group attempts to head the ball into the air as many times as possible before letting the ball touch the ground.

The drill can be run by having the closest player to the ball head it, or by giving the players an assigned order. The latter will demand a higher degree of accuracy and will make the drill more difficult.

One valid objection to the indiscriminate use of this drill is that the players are constantly heading the ball into the air. A great deal of benefit and enjoyment can be derived from this drill, however, and bad habits will be avoided.







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"Soccer Volleyball" is a game that involves a great deal of heading and, therefore, can be used in the instruction of this fundamental. The ball can be served midcourt by one player tossing the ball into the air and heading it over the net (the height of the net can be adjusted to fit the situation).

The ball is allowed one bounce between player contacts and, as in regular volleyball, a maximum of three contacts is allowed before the ball must be sent over the net. The players are allowed to contact the ball with any body surface legal in regulation soccer.

Whenever possible, heading practice should approximate game conditions and in combination with other skills. Numerous drills are possible which simulate the actual game.

For example, two lines can be formed 15 or more yards apart at midfield. The first player in one line will throw or punt a lead pass to the first player in the other line. The latter will then head the ball back to the feet of the first players as he advances goalward. After interpassing on the ground, the sequence can be climaxed by a shot at the goal.

Another drill can be set up by having a wing or wing halfback center a lofted ball into properly dispersed offensive and defensive players in the penalty area. The offensive linemen will attempt to head the ball as a shot at goal or as a set-up for a shot. The defensive backs will attempt to head the ball clear of the scoring area.

Many other drills of a similar nature can be obtained by consulting the references listed at the end of this article. Better yet, the coach or teacher can analyze the weaknesses exhibited in games and then devise drills which involve similar conditions and techniques.

Heading is just one of the skills necessary for playing good soccer. As evidenced by the statistics presented and by observation of play, we can safely say that it's one of the most important fundamentals.

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Interval Training

(Continued from page 28)

So far I have mentioned only repetition quarter miles, but let me hasten to add that I would agree with other writers that the repetition distance should be related to the distance aimed at. The important point is that the repetition distance should always be a fraction of the whole so that the desired racing speed can be practiced.

A quarter miler, for example, could run 110s, 220s, or 330s, or more probably make use of all distances. I do not think they should be mixed up in one session, or the athlete will have no fixed standard against which to measure his performance. A periodical time trial over a non-racing distance, say 330 yards, might provide a useful check on progress.

There's one other form of interval training which isn't directly related to the runner's distance but which might be more exploited, especially in pre-season training. I refer to repetition dashes of short duration.

Because of their strenuous nature and the constant application of overload, there are beneficial results in the building of strength and improvement in organic fitness which are greater than those from longer and slower repetitions. In dash or burst training, the repeated need to overcome inertia with each new acceleration provides the overload. The intensity of work places great stress on the heart and lungs.

There's probably no need to embark on a lengthy explanation of the physiology of this type of saturation training. It's sufficient to say here that the effects on endurance are most marked because of the allout effort. Also, by exercising the heart and lungs at their upper levels of efficiency, the upper limits are slowly extended. This produces a greater reserve of efficiency for times of physical stress.

I suppose that this type of dash training could expressively be termed as "guts" training. It may warrant inclusion in pre-competitive training, but should not replace the interval training at the desired racing speed.

In conclusion, here is a summary of the views on interval training which have been presented and implied:

- 1. One form of running doesn't fundamentally differ from another.
- 2. There's a basic plan upon which all running training schedules can be built.
 - 3. Schedules of interval training



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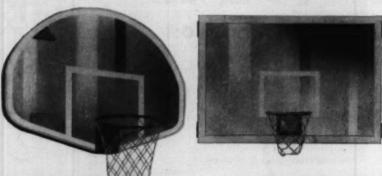
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Improved racing speed should be the objective of training.

5. The practiced racing speed is based on an estimate of present ability rather than on aspirations for the future.

The repeated distance is always a fraction of the competition distance, to allow for much practice at the desired racing speed.

7. Reduction in repetition times should be the one variable factor once the number of repetitions, length of repeated distance, and recovery interval have been established for each individual. The runner is more sensitive to improvement when there is only one variable. Moreover, development of greater speed is the aim.

The repeated distance may vary for different days of the week, but it's better not to mix distances

on any one day.

 Weekly mileage is roughly relative to racing distance, but emphasis should be on quality, not quantity.

10. Endurance training is like strength training in that the progressive overload principle is ap-

plied.

11. Athletes who do not continue to run at the end of the track season must undertake progressive conditioning.

12. The inclusion of some training which uses short flat-out repetions of speed merits consideration.

Sportsmanship Plan

(Continued from page 16)

and has spread to our adult crowd even more than in the past. The Sportsmanship Trophy has been the basis for this feeling and understanding.

derstanding.

"Our high school won first place in the won-loss department, and this required a lot of effort. But our school has worked almost as hard for sportsmanship. The sportsmanship race has been a great success."

The author, principal of Derby H. S., received the following statement from Melvin Newman, president of the Derby Student Council:

"We, the students of Derby High, have come to the conclusion that the Chisholm Trail League Sportsmanship Trophy has done much to help the game of basketball and to further peaceful but keen rivalry among the league teams and students.

dents.
"It is our conclusion that the league members have developed larger and better pep squads with organized yells, so that their cheering will not only help their players but keep a clean, fast game going at all times.

Fall Training

(Continued from page 30)

- 3. Fundamentals (20 minutes).
- 4. Run one-half mile alternately run and walk a full mile.

FOURTH WEEK

Daily workout:

- Calisthenics (9 repetitions).
 Fifteen minute volleyball game. 3. Using medicine ball, run splitvision drills for about 6 minutes.
 - 4. Fundamentals (30 minutes).
- 5. Run one mile-alternately run and walk another mile.

FIFTH WEEK

Daily workout:

- 1. Calisthenics (9 repetitions).
- Fifteen minute volleyball game.
 Medicine ball split-vision drills.
- 4. Fundamentals (30 minutes).
- 5. Run two miles.

Give test covering entire rule book.

SIXTH WEEK

Monday, Tuesday, Wednesday:

- 1. Calisthenics (10 repetitions).
- 2. Fifteen minute volleyball game.
- 3. Medicine ball split-vision drills. 4. Fundamentals (30 minutes).
- 5. Run two and one-half miles.

Thursday: Complete rest.

Friday: Administer and record all tests.

Here is a list of calisthenics recommended for basketball players: Bend and reach, squat thrust, high jumper, squat jumper, lunger, finger-tip push-ups.

Strict adherence to good form should be maintained while performing these calisthenics. Unless your athletes perform these movements properly in the early stages of training, they'll find them unusually difficult as the number of repetitions is increased. Executed correctly, they'll become easier as the weeks pass because of added strength.

Though some boys will complain

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about the calisthenics, most of these lads really have a deep-rooted desire to achieve good physical condition and will take great pride in their new physical development later in the season.

After a week of training, the coach can conduct specialized weight-lifting exercises for boys who require something more than calisthenics. This can be accomplished while others are playing volleyball.

Conducting the workout outdoors will add variety to your program. All types of competition help keep spirit high, participation more willing, and eliminate boredom.

Given a week of absolute rest, the boys will then be eager and ready to start the regular practice. Sir William Osler has originated an axiom which may well apply to this sort of basketball effort: "It is not our duty to see what lies dimly at a distance, but to do what lies clearly at hand."

Switch Offense

(Continued from page 38)

the initial Switch movement (Diag. 1). The various types of footwork in this situation, which are drilled on at great length, are as follows:

- I. When defensive man is playing tight:
- 1. Feint drive to hoop and come out to meet pass.
- 2. Receive pass with left foot forward.
- 3. Upon receiving ball, swing left leg around toward sideline.
- 4. As left foot hits the floor, pause, push off hard with right leg.
- 5. Twist shoulders to left to avoid defensive man and push ball out with left hand.
- 6. Drive to hoop, dribbling with left hand.
- II. When defensive man is playing loose:
- Step to meet pass with left foot forward.
- 2. Swing left leg across body toward hoop side.
- 3. As left foot hits floor, continue move same as 4, 5, and 6 above.
- III. When defensive man is playing toward base line:
- Step to meet pass with left foot forward.
- Swing left leg either toward sideline or hoop side, depending on distance of defensive man.
- 3. When left leg hits floor, bring ball across body, low to floor, to rt.



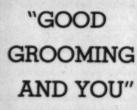
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For information on the complete Maden line, ask for Catalog 15-Basketball; 25-Seeball; 25-Basketll;

NADEN INDUSTRIES

Webster City, Iowa





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An animated educational filmstrip in full color with sound recording!

"Good Grooming and You," produced by Scholastic Magazines in cooperation with Arrow Shirts and Lentheric Perfumes, has won the applicuse of students and teachers in schools across the mation.

Geared for both boys and girls, this story of a typical teenage experience is an unusual and constructive form of health and grooming edu-

The filmstrip and accompanying record are available free for a week during any month of the school year. The film is composed of 39 frames and runs for twelve minutes. The 12 inch record can be used on any standard machine

To reserve this film for your school, fill in the listing under "Scholastic" on page 64.

FORMER varsity cager at the A University of California, where he received his A.B. and M.A. and later coached frosh basketball, Irwin P. Diamond is now athletic director and basketball coach at the College of Marin, Kentfield, Calif. During the past nine years, his teams have won four league crowns and a national junior college championship.

- 4. Twist shoulders to right, step in front of defensive man with left leg.
- 5. Push off hard with right leg and drive toward hoop.

IV. When defensive man is playing very loose:

- 1. Step to meet pass with left foot forward.
- 2. Step back with left foot and line up shot.
- 3. If defensive man does not advance, shoot.
- 4. If defensive man advances, step forward with left foot, pause, push off with right leg and drive to hoop.

V. When area under hoop is congested:

After getting by the defensive man, either pass off to the free offensive man or stop for a jump shot.

Adding up, then, the Switch offense offers the following advantages:

- 1. Makes best use of the better all-around players.
- 2. Emphasizes shooting from specific areas.
- 3. Provides a definite follow-up pattern which impresses the individual with his responsibility in rebounding.
- 4. Allows simple adjustment to changing types of man-to-man de-
- 5. Makes the boys happy because of the stress on individual play.

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- 3 New Books 1956 Rules
- Adams Official Buskerball Score Book
 JLA Sr., No. 53-5, 12 players.
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 Each book scores 30 games.
 Adams Official Buskerball Score and
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ductory Offer-all 3 books mail for \$2.50, with money back p t satisfactory. Save 95¢,

BASKETBALL COACHES WANTED

JOHN L. ADAMS, Ath. Dir. Lincoln H. S., Vincennes, Ind.

HUSSEY "ROLL-OUT" GYM SEATS



VALUE VS PRICE

Seating is a long range purchase—you've got to live with it. So, when you buy seating, buy Value not Price. The lowest bid can be the most expensive.

Hussey Seating is engineered by seating specialists. It is designed and built to meet your seating requirements. Whether it's the new, exclusive "closed deck" Roll-Out gym seats that contribute to the reduction in Public Liability Insurance Rates, or Portable Bleachers, HUSSEY Seating gives you the most for your money.

Model 6 Portable Steel Bleacher (patented) available for immediate delivery in 6-10-15 tier 12 ft. sections. The same stand can be used both ladoors and out. Easy and quick to put up and take down. More than a million se

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TABLE TENNIS

anywhere . . . anytime . . with new, portable

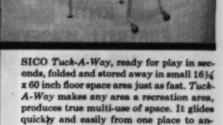
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SICO Tuck-A-Way, designed for more flexible use of space, greater convenience and long, hard service. Tuck-A-Way carries a 10 year, written guarantee. Regulation, quality plywood top mounted on arc welded structural steel frame; casters are 3 inch, hard rubber.

other; unfolds and folds smoothly and

instantly on exclusive, "Floating Fold"

manufacturing company, inc.

5215 Eden Avenue, South Minneapolis 24, Minn.



Tennis, Volley Ball and Badminton Nets . . . Goal Nets for Basketball, Hockey, Lacrosse, and Soccer.

Cage Nets for Baseball and Golf ... Dividing Nets, Protective Nets, Skeet Nets.

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Boston 10, Mass.

New York 17, N. Y. Chicago 10, Illinois Baltimore 3, Maryland Gloucester, Mass.

San Francisco 5, Calif.



"Here Below"

(Continued from page 5)

of its members for tremendous excesses in recruiting and subsidization)!"

Conclusion: The wet-wash tycoon deplores the PCC's courageous efforts to clean up its football cesspool. In short, he is all-out for insane, nihilistic proselytism, with no safeguards, no checks and balances, no administrative supervision.

Marshall's blatting against the Ivy League can be easily dismissed, since the League is a rock that can never be chipped by the slaps of Marshall's wet-wash.

But the laundryman's next fulmination-against the New York high schools (appearing in the 1956 Pro Football Annual) - is a shirt of another color. It smacks of the most dangerous sort of demagoguery. Get a load of this inflammatory bundle:

"(New York City's) high schools have the weakest athletic programs in the nation. Its educational systems are veritable hot beds of revolution, fantastic political theories, and are split widely apart religiously . . . (they are) gigantic factories, grinding out human beings as though they were parts for any machine . . . Masses of people assembled in any city who are completely foreign to the American way of life only bears out the predictions of Thomas Jefferson who said that such a crowding condition can only prove unhealthy for the people of any country . . ."

That one paragraph exhibits enough ignorance and bigotry to shake the foundations of the Statue of Liberty. Good Lord, where does the guy dredge up such terrifying absurdities? What revolution? What fantastic political theories? What

religious cleavages?

The New York City high school system, with all the painful problems engendered by its awesome size; is still a remarkable monument to our democratic educational system. In a sense, it can be called our proudest educational monument. Where else can you find a free public school system embracing 86 senior high schools catering to more than 200,000 children of all races and creeds-who live together, study together, and play together in the richest sense of the word "free-

Since we haven't the time or the stomach to dignify Marshall's chauvinistic twaddle, let's confine ourselves to his charge that "New

York's high schools nave the weakest athletic programs in the nation."

Here is a run-down on the city's high school varsity program:

Sport	Teams	Players	Game	15
Baseball	64	1,600	365	
Basketball	66	1,650	398	
Bowling	45	630	226	
X-Country	54	1,620		runs
Fencing	12	168	30	
Football	21	1,050	80	
Golf	34	374	100	
Hondball	58	754	240	
Rifle	21	273	100	
Soccer	32	768	185	
Swimming	40	1,200	183	
Tennis	41	574	122	
Track	54	2,700	27	moets
	542	12 341	2.064	

Add all this up and you find that the city's high schools are supporting 542 varsity teams embracing 13,361 youngsters, PLUS a compulsory physical education program (5 days a week) and a sweeping intramural program.

How could anybody with a shred of commonsense call this the "weakest athletic program in the nation"

If Marshall would have invested a buck or two in a call to the Board of Education, he could have discovered these facts for himself.

Probably the wildest hair up Marshall's ear is the fact that football appears to be on the downgrade in New York. It probably is. And it's a pity, for football unquestionably is a tremendous sport offering many values to the school, the players, and the community.

But two heart-breaking factors militate against it in a city the size of New York. The budget simply cannot meet football's mushrooming costs and there aren't enough large field areas to accommodate the teams. So the gridiron game must suffer.

But the program as a whole requires no apology. To the men who run it and to the youngsters who participate in it, we can only say: This (Marshall's wet-wash), too, shall pass away.

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ALUMINUM

SPILL-PROOF ROCKER HURDLES . . . with flight safety POLE VAULT STANDARDS . . . crossbars will not blow off VAULTING POLES . . . stronger than steel, lighter than bamboo NON-SAG CROSSBARS . . . won't bend or break in competition HIGH JUMP STANDARDS . . . exclusive time-saving device STARTING BLOCKS . . . gives top thrust at take-off COLORED BATONS . . . a big visual aid in passing

> ALUMINUM ATHLETIC EQUIPMENT CO. Box 145, Wynnewood, Pennsylvania

"MOHAWK" REBOUNDING AND TAP-IN BASKET

The Original and Still the Best on the Market Today



Price \$9.75 plus postage

Here are the reasons:

EASY INSTALLATION: No climbing up an down. Using a special hook, the basket can be put on and taken off in 10 seconds from the floor.

NON-BREAKABLE: Our basket is unbrea oble. It is not made of cost steel, but built of cold rolled steel and electrically welded. It can be dropped many hundreds of times without breaking.

NO DISPLACEMENT: Locked in mechanically, the basket will not come off.

ITS THREE USES: Thousands of coaches use it for rebounding practice, tapping practice, and quick break workout.

"MOHAWK" BASKETBALL BLINDERS

The Finest Device to Teach

THESE BLINDERS will occomplish more in three months than three years without them. They implant the fundamentals of dribbling TOUCH-PRESSURE RHYTHM. Saves coaching time; the boy teacher himself without supervision. Made of non breakable plastic, there is no danger to the eyes when used.

16 doz...\$6, doz...\$10.50, plus postage

Order Direct from MOHAWK VALLEY SPORTS, INC., Little Falls, N. Y.



New greaseless way to keep your hair neat all day

The gentleman above is as outdoorsy as his tree-swinging friend. But he manages to keep his hair neat-and does it without messy oils.

After drying exposure to winter wind or morning shower, he uses new

Vitalis with V-7, the greaseless grooming discovery. Vitalis keeps hair in place all day without a plastered-down look. Try it. You'll like it.







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Provided with 5 shower heads, individual control of water temperature and supply, each Bradley Column is a 5-person shower unit-requiring only 3 piping connections as against 15 needed for 5 conventional shower baths. Space and time are saved, installation and maintenance costs drastically cut. . . . For installing near wall, Column Showers are furnished with three shower heads, or-for corner use, with two.

Bradleys are widely used as Columns only, or provided with separating partitions and curtains. Ideal for industry, schools, recreation centers. For complete specifications,

> see pages 22 to 26 of Catalog 5601-a copy of which is yours for the asking ... BRADLEY WASHFOUNTAIN CO., 2281 W. Michigan Street, Milwaukee 1, Wisconsin





NATIONAL FEDERATION GRAPEVINE

MONTANA is one of the few states now sponsoring a state championship series in 8-Man Football. In the past, the different classes have played 6-Man or 11-Man.

A Doctor's Thesis on 8-Man is being written at Indiana U., and state ex-ecutive officers have been asked to cooperate with it. It will attempt to determine how widely the game is being played, its advantages over 6-Man or 11-Man, and its possibility for expansion.

New Football Picture. The new football motion picture to be produced by the Official Sports Film Service will be made in California during the week of November 19-24. Demonstrations will be by the Redlands H.S. team on the Redlands U. field.

If nearby state associations should care to send their state executive officer or his representative to all or part of the filming, he will be welcomed.

Hawaii. Alvin Chang, physical education director for Hawaii, has set up machinery for the formation of an Island-wide Hawaii High School Athletic Association. One of the provisions of the proposed constitution authorizes application for affiliated membership in the National Federa-

Accessory After the Fact: Last year, thousands of principals, athletic directors, or football coaches received invitations to supply pertinent facts on their outstanding football players. The request was in the form of a "business reply card" by one Mose Simms, representing the Wigwam Wisemen of America with headquarters in Memphis, Tenn. The card did not stop with high school players, but requested similar information on the players in the junior high school. The information is used in the promotion of an "All-American H.S. Football Project."

No responsible high school or college coach or administrative officer will have any connection with the contest. Other city organizations which have been approached in the past have refused to be associated with it. Despite the fact that the project is in disrepute with all school groups, various publicity agencies, including a number of newspapers, have chos-

en to give the game publicity.

Any coach, director, or principal who lends his assistance through the supplying of names and data becomes an "accessory." If this type project were to be carried to the extreme, it would filter down through the elementary school and involve a similar type of promotion in all the other major sports. The full weight of school opposition should be thrown against it.

Statistical Data. Approximately 81/2 million students are enrolled in high schools, and 22 million in elementary schools in the U.S.



TOP-RATING **TRAMPOLINS**

You get new, improved fea-tures in the GYM-MASTER models. There is no under-structure. The entire frame holds solidly to the floor under all performing condi-tions. JUMBO model has 1/3 Legar hearing surface. Write per bouncing surface. Write ay for full data.

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3 Years Guarantee! outdoors or indoors

Also Featuring Jayfro's Custom Built MULTI-PURPOSE ALUMINUM STANDARDS

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(63)

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☐ Catalog

POSITION (Principal, coach, athletic director, physical director)

ENROLLMENT SCHOOL

STATE

ZONE CITY

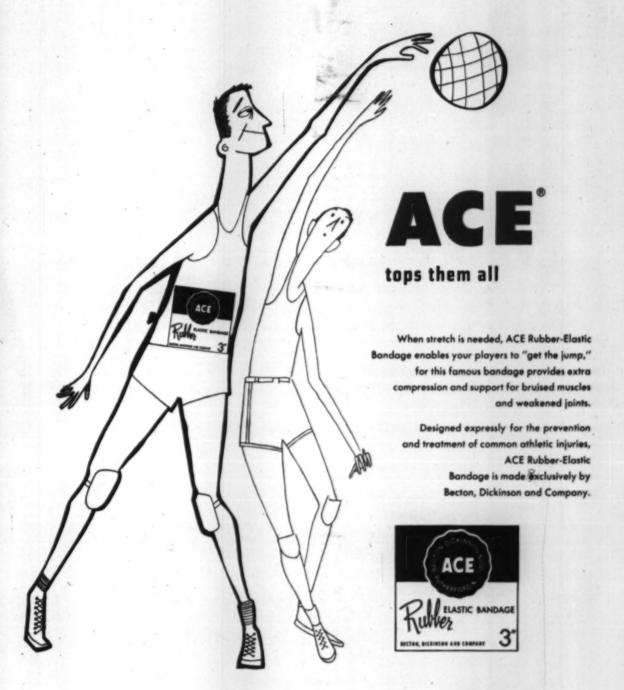
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